



Quality Counts Indiana Charter School Program Grant REQUEST FOR PROPOSAL 84.282A 2020-2021 Final Approved Version

Final Due Date: Friday, July 31, 2020 12:30 p.m. ET

Technical Assistance Opportunities

Technical Assistance Webinar: https://www.doe.in.gov/grants/charterschool-program

Submit application and budget at:

https://form.jotform.com/73124027451952

Federal Program Title:	Expanding Opportunities through Quality Charter Schools Program (CSP) to State Entities	
Federal Agency:	U.S. Department of Education	
State Agency:	Indiana Department of Education	
CFDA Number:	84.282A	
Award Name:	Quality Counts FY 18	
Award Number:	U282A170017	

Important Dates

Tuesday June 9, 2020 and Tuesday June 23, 2020: Technical Assistance Phone appointments. Technical assistance also available by phone appointment throughout the application period.

Friday, July 31, 2020 at 12:30 PM ET: Proposal submission due date

Friday, July 7, 2020: Start of peer review period

Friday, September 4, 2020: Notification of initial awards

Friday, September 4, 2020: Project period start date—the date to which grant awardees are able to submit back reimbursements

Purpose of the Grant

Quality Counts emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana's challenging academic standards. The funding shall be used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. The federal funding will be utilized to evaluate the impact of charter schools on student achievement, including the use of state-level and local-level funding. Activities will facilitate the sharing of best practices between traditional public schools and charter schools. The IDOE will support these efforts through extensive technical assistance opportunities, including the strengthening of the charter school authorizing process.

Eligible Applicants

Indiana state law governs charter schools and charter school authorizers. According to IC 20-24-2-1, a charter school may be established to provide innovative and autonomous programs that serve the different learning styles and needs of public school students, offer appropriate and innovative choices, provide varied opportunities for educators, allow for freedom and flexibility in exchange for exceptional levels of accountability, and provide the community with an expanded opportunity for involvement in the public school system.

Proposals may be submitted to enable applicants to open a new school, expand an existing school, or replicate a high-quality public charter school. Prospective applicants shall utilize the definitions below to determine whether the entity is eligible to apply:

High-Quality: Quality Counts emphasizes high-quality charter schools, which are demonstrated by

New schools wishing to open

- 1) Based upon the submitted plan
 - a. A new school applicant will be deemed high quality upon IDOE receipt of their peer reviewer score, which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.
 - b. If a federal accountability rating is available for a school applicant, it will be considered in evaluation of the application regardless of the length of time the school has been open, and will be used to determine high-quality.

Existing schools wishing to expand or replicate will be considered a high-quality applicant by meeting the below requirements and based upon the submitted plan which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.

 Accountability federal rating of "Meets" or "Exceeds": Evidence of strong academic results, including strong student academic growth and performance on ISTEP (i.e. above state

- averages). If a federal rating is available for a school, it will be considered in evaluation of the application regardless of the length of time the school has been open. A school's federal rating may be found <a href="https://example.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.com/here.c
- 2) No significant issues in the areas of student safety, school finance, and operational management, or statutory or regulatory compliance (e.g. least restrictive environment, English learner services); Compliance with this standard will require no open corrective action plans with the IDOE.
 - a. Student Safety
 - b. School Finance
 - c. Operational Management
 - d. Statutory or Regulatory Compliance
- 3) Meeting subgroups needs through success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school and for each of the subgroups of students defined by section 1111(c)(2) of the ESEA (economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency); Compliance with this standard will require the school to not be considered under targeted support & improvement, as defined by Indiana's ESSA plan

Open and Prepare for the Operation of a New, High-Quality Charter School: A developer for a new charter school must have opened within the past three years (Fall 2017) or submitted a complete charter application and plan to open within 18 months. Evidence of a new school being developed should be in the form of authorizer meeting minutes documenting receipt or approval of a charter, a school corporation number issued by the IDOE, or documentation of an existing charter modification. Other evidence may be accepted per the discretion of the IDOE. A completed charter application must have been already submitted and be under review by an approved Indiana authorizer.

Replication of a High-Quality Charter School: Replicate means to open a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school under an additional charter. An applicant applying as a replication must meet the requirements listed under one, two and three above.

Expansion of a High-Quality Charter School: Expand means the applying school has experienced a significant increase in enrollment (20% or more student population growth) or has added one or more grades to a high quality charter school beyond the original charter in the previous school year. Anticipated or planned growth does not qualify as an expansion application. The significant increase in enrollment must have taken place in the previous academic year.

Early Childhood Programs: According to the <u>CSP Guidance on the Use of Funds to Support Preschool</u>
<u>Education (December 2014)</u>, CSP funds may only be used to support Indiana preschools in charter schools that also provide at least one elementary or secondary grade during the grant period. Charter

duration, a total of two years, would include the planning period and year 1 implementation year only.

There is no restriction on the amount of funding allocated in each implementation year. The funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Any funds not considered reasonable and necessary will be removed from the final approved budget and the department shall work with the grantee to modify the budget OR reduce the total award accordingly.

Spending is done at the applicant's own risk until the budget is formally approved by the IDOE and an executed contract between the grantee and the Indiana Department of Education is completed.

The IDOE expects to award between 10 to 15 subgrantees each year. An eligible applicant may use not more than 18 months for planning and program design and may not receive more than one subgrant under this federal grant award program.

A charter school that previously received CSP funds for the opening or replication of a high-quality charter school is not eligible to receive funds from this grant for the same or a substantially similar purpose. However, a charter school may be eligible to receive funds to expand beyond its original grades if the school is a high-quality charter school. A charter school may not have more than one Quality Counts subgrant at a time, but does not affect their eligibility for additional technical assistance opportunities offered through the Quality Counts grant.

The project period for each subgrantee shall be no more than two years. After the conclusion of each year within the approved project period, the subgrantee shall submit all required documentation, including the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to renew the grant after each fiscal year.

Actual award amounts are contingent upon the receipt of federal funding, availability of current funding levels, and the quality of the submitted grant, and the costs that are budgeted being reasonable, allowable, and allocable.

Use of Funds

Allowable activities that may be supported by CSP funds shall include one or more of the following:

- Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with
 - a. Providing professional development; and
 - b. Hiring and compensating, ONLY during the eligible applicant's planning period (no more than 18 months) specified in the application for funds for one or more of the following

schools that serve only preschool students may not be supported by CSP funds because preschool is not part of elementary education under Indiana law. Only pre-school programs that are included in the school's charter may be included in the grant application's budget.

Early childhood education programs shall be considered high-quality, to be satisfied by participating in Indiana's Paths to Quality (PTQ) and achieving a level 3 or 4 on the childcare quality rating and improvement system. Research shows that high-quality early childhood programs prepare children for future success through a high-quality educational environment. The PTQ system assesses and works to improve the quality of care and education.

In order to meet the definition of a charter school under section 310(1) of the ESEA, the preschool or any other charter school shall not charge tuition for any students within the school for any part of the day. The school may charge reasonable curricular fees. If the school charges curricular fees, there must also be a process for students who qualify as free and reduced lunch students to be given tuition assistance for these curricular fees.

Early Childhood programs must be a site that will offer pre-school or pre-kindergarten directly through the charter school, and include at least one grade in Kindergarten through 3rd grade. (Early Learning is defined as birth through age 8).

The pre-school, and all grades and staff that are supported through charter school program grant funds must be included in the school's charter agreement with the authorizer.

Postsecondary: Refers to secondary charter schools (e.g. high schools) that promote a focus on college and career readiness programs for their secondary students, such as dual credit, international baccalaureate, advanced placement, or career and technical education are eligible to apply, if the school meets the above definition of a high-quality charter school program. Post-Secondary education is considered to be grades 9 through 12.

Rural: The charter school must be located in a rural local code, as defined by the U.S. Department of Education. If you are a new charter school and do not yet have a rural designation by the U.S Department of Education or the Indiana State Department of Education, we will use the local education agency in which the charter school is located.

Availability of Funds

The maximum award to a subgrantee shall be a total of \$900,000 for no more than two years, of which no more than 18 months shall be for post-charter planning (prior to the school opening). Additional time may be added to the grant (but not additional funds). Pending federal guidance, but is not a certainty. The planning period ends at the end of the business day before the first day of school. Thus, the grant recipient's first day of school (for students) will be considered the first day of year one implementation funds. The planning period budget may not exceed \$300,000 and the planning period timeline may not exceed 18 months. For grant applicants that plan to take a planning year, the grant life 5

- i. Teachers
- School leaders
- iii. Specialized instructional support personnel, such as special education or English learner teachers
- 2) Acquiring supplies, training equipment including technology, and educational materials (including development of materials)
- 3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). Minor repairs and renovations must not increase the value of the property and may only qualify if they help the building meet structure codes and regulations as dictated by state or federal law. Renovations must be approved in writing by the IDOE and can only date back to the approval date of the application.
- 4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school
- 5) Further guidance regarding the use of funds can be found in the CSP Nonregulatory Guidance, specifically in sections D-2 through D-5 and the US Department of Education's ESSA Flexibility Frequently Asked Questions (FAQ) from December 2017.

In accordance with 2 CRF 200, all funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Justification of all costs provided within the budget narrative will serve in making all reasonable, allowable, and allocable decisions.

Monitoring

The department will utilize a risk assessment tool to determine the depth and breadth of monitoring required for subgrantees (CSP grant recipients). Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving the funds. Dependent upon the results of the risk assessment, subgrantees may participate in:

Desktop Review: Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the annual performance report. Additionally, personnel reports of staff funded through the grant and an annual financial expenditure report shall be submitted.

Onsite Visit: IDOE staff shall conduct an onsite visit to identify progress toward meeting specific goals and objectives listed within the grant and the annual performance report. IDOE staff will review educational programming through classroom observations, interviews with staff, and a review of policies and procedures. Additionally, IDOE staff shall audit financial records to ensure appropriate evidence of expenditures and record keeping.

Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions including repayment of CSP grant funds.

Requirements

Participating charter schools shall agree to comply with the same federal and state audit requirements as other elementary and secondary schools in the state. Schools shall meet all applicable federal, state, and local health and safety requirements while operating in accordance with Indiana state law. Each school shall have a written performance contract with the charter school authorizer that includes a description of how student performance will be measured on state assessments.

Each charter school project leader and board president shall sign further assurances stipulated within the grant in order to participate in the CSP project.

Enrollment Policy: Participating schools shall admit students on the basis of a lottery if more students apply for admission than can be accommodated. Schools may also satisfy this requirement by participating in Enroll Indy. Children who are enrolled in the immediate prior grade shall be automatically enrolled in the following grade level. In addition to preference for students already enrolled in a charter school, Indiana Code 20-24-5-5 provides that a charter school may give enrollment preference to children of the charter school's founders, governing body members, school employees, and preschool students who attended at least a Level 3 or 4 Paths to Quality preschool in the same charter school. In accordance with Indiana code IC 20-24-5-5, students who qualify for free and reduced lunch may also be given preference in school admission if the preference is specifically provided for in the charter application and approved by the charter school's authorizer. In order to meet the federal definition of a charter school, the preference must be slight, as determined and approved by the IDOE for federal grant purposes, and must be clearly defined in the charter application and school enrollment policy. No additional preferences may be provided for children outside of the descriptions above. In order to receive Quality Counts CSP funds, the preference in weighted criteria given to children of founders or employees must be limited to 10% of the charter school's total student population.

Tuition and Fees: Students shall be admitted at no-cost, including those enrolled in early childhood education or postsecondary education programs. Schools may charge reasonable curricular materials if the school participates in the textbook assistance program to ensure no barriers exist to enroll lowincome children.

Under no circumstances may a family's ability to pay for curricular materials impact a student's enrollment or attendance in a charter school. Under Indiana Code 20-33-5-11, a charter school may not withhold curricular materials and supplies, require any special services from a child or deny the child any benefit or privilege because the parent fails to pay required fees.

Technical Assistance

The important dates listed within the application are provided to ensure all potential applicants receive adequate technical assistance to submit a high-quality proposal. Additional guidance may also be found in the <u>Nonregulatory Guidance for CSP funds</u>, however this document is in the process of being updated. Technical Assistance meetings will be available on June 9, 2020 and June 23, 2020 and may be scheduled by e-mailing Charter School Specialist Amreen Vora at <u>avora@doe.in.gov</u>. If further opportunities for technical assistance are needed beyond these dates, then the prospective applicant may email the IDOE charter school specialists, Beatriz Pacheco at <u>bpacheco@doe.in.gov</u> or Amreen Vora at avora@doe.in.gov.

Submission Process

Email the full application and budget by the submission due date of Friday, July 31, 2020 at 12:30 p.m. EST, through the on-line portal. A team of expert peer reviewers will utilize the peer review rubric to determine the successful applicants. Submission of a grant application does not guarantee funding, as the application is competitive. Once an application has been approved, then further documentation will be required to process the application, including evidence of tax clearance and registration with the Indiana Department of Administration.

Applications must be submitted in PDF format only. Budget Documents must be submitted in excel format only. No other document types will be accepted.

Quality Counts: Indiana Charter School Program Grant Application 2020--2021

Contact Person for Grant: Karen Lalioff	Title: Director of Special Projects	
Total Grant Funds Requested: (Up to \$900,000): \$871 Planning Year: \$291,230.12 Implementation Year 1: \$580,750.00 Implementation Year 2: (If applicable) Papplicants must include a total of two grant years of fund		
Application to: (check one) Open Expand Replicate School to Expand: School/Model to be Replicated:ICS model Herron/Riverside *If the application is to replicate a school, the school must be specified above and the school/model being replicated must have an A or B standing.	Expected Date School will Open, Expand, or Replicate: August 2021	
Charter Authorization Approval Date: 6.27.2019 If not approved, please check Pending: Indicate date on which charter application was submitted:	Charter Application Renewal Date: 2027	
within the past three years? Yes: □	rizer approval to more than one IN authorizer agency applicant has submitted a charter application. Please al or denial status, as applicable:	
Proposed Charter School Address: TBD - Indianapoli	s Center Township	
Applicant Address (if different than proposed addre	ess): 110 E 16th Street, Indianapolis, IN 46202	

Fiscal Contact		
Fiscal Manager: Juli Woodrum	Title: Vice President & Chief Financial Officer	
Telephone: 317-231-0010	Email: jwoodrum@indianapoliscalssicalschools.org	

Charter School Bo	ard Contact Information		
. Board President: John T. Watson	2. Email: jwatson@coreredevelopment.com		
3. Board President Address: Indianapolis Clas	sical Schools, 110 E 16th St, Indianapolis, IN 46202		
Authorizer C	Contact Information		
1. Authorizing Agency: Indianapolis Office of the Mayor	Authorizing agency contact person: Patrick McAlister		
3. Authorizing agency contact telephone: 317-327-5527	4. Authorizing agency contact email: Patrick McAlister@indy.gov		
5. Authorizing agency address: 200 E Washington Street Suite 2501 Indianapolis, IN 46204			
charter school authorizer and the authorizer must submission. Signature by the designated authorizer by the proposed charter school authorizer. If the applicant is currently in the process for authorizer the prospective charter school's application to the charter school applicants without an approved charter school authorizer.	arter at the time of submission will not be able to access on of an approved charter. Deviation from the timeline or the		
Authorizer Official Printed Name	Title		
Signature	Date		

Charter School Board Contact Information			
Board President: John T. Watson	2. Email: jwatson@coreredevelopment.com		
3. Board President Address: Indianapo	olis Classical Schools, 110 E 16th St, Indianapolis, IN 46202		
Author	rizer Contact Information		
Authorizing Agency: Indianapolis Office of the Mayor	2. Authorizing agency contact person: Patrick McAlister		
3. Authorizing agency contact telephone:	4. Authorizing agency contact email: Patrick McAlister@indy.gov		
5. Authorizing agency address: 200 E Washington Street Suite 2501 Indianapolis, IN 46204			
charter school authorizer and the authorizer submission. Signature by the designated authorizer. If the applicant is currently in the process for prospective charter school's application to the charter school applicants without an approximate the charter school applicants with the charter school ap	oved charter at the time of submission will not be able to access funds on of an approved charter. Deviation from the timeline or the		
Patrick McAlister	Director, Office of Education Innovation		
Authorizer Official Printed Name Patent Mcalita Signature			

Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (please check each box by clicking inside the box).

☑ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.

2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open with 18 months.

☑3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.

■4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.

✓ 5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.

6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.

Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the ESEA, specifically section 4303, which begins on page 246, in the hyperlinked document.

■ 8. Subgrant recipients ensure that the Charter School will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

10. It is the responsibility of each Charter School that receives funds under this grant to comply with all required federal assurances. Any Charter School that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

☑11. The applicant agrees that in order to receive funds from the FY 2018 CSP funds, they must have an approved charter granted to them by an authorizing body by the time of the anticipated beginning of the Planning Period or Year 1 listed in the grant.

12. I hereby certify the plans for safe school and emergency preparedness for the school corporation have been reviewed and revised if necessary as required by Title 511 IAC 6.1-2-2.5 of the State Board of Education rules. I certify that the school leader has submitted evidence to the state via https://www.doe.in.gov/safety/safe-schools-and-emergency-preparedness-planning-certification-form to indicate that such a plan is in place. Plan has been included as an appendix in the application. Evidence of submission of the plan is the confirmation of receipt e-mail sent to the applicant by the Office of School Building Safety. (Schools not opening this academic year, but the next academic year, are exempt from attaching this in their application.)

For more information about developing a Safety Plan, please contact the School Building Safety and Security Department at the IDOE, Steve Balko, Director, sbalko@doe.in.gov and Ryan Stewart, School Safety Academy Specialist, rstewart@doe.in.gov.

I have read the above and agree to all terms and assurances.

Signature of Project Contact

Signature of Board President

Date Signed

Date Signed

Date Signed

	Grade Levels to be Se	rved	
ear (of Grant)	Grade Levels	Projected Student Enrollment	
а	N/A	N/A	
irst Year	K-2	120	
Second Year	K-3, 6	280	
Third Year	K-4, 6-7	475	
Fourth Year	K-8	680	
Maximum	K-8	740	
indicate	Student Demograp if actual or expected percentage of Actual Expec	total student population	
Free/Reduced Price Lunch	n: Special Education: 13%	English Learners: 10%	

ack: 40% Native Hawaiian or Other Pacific Islander: 1%		Hispanic: 11%	
merican Indian: 1%	Multiracial: 7%	Asian: 1%	
/hite: 40% Male: 40%		Female: 60%	
VIII.C	Grant Requiremen	nts	
☐ The applicant confirms increase in student populapplicable, leave blank). ☐X The applicant confirms school whose model they rating of Exceeds or Mee	ns that they are replicating a high replicating having a state Accour ts. (If not applicable, leave blank) cating School applicant, a federal	ore grade levels in the school (17 Medical) quality school model, as evidence the htability grade of A or B and/or a federal	
Expectations can be com N/A: No Significant Issues as following areas: School Safety: School Finance: Operational Management Statutory or Regulatory English Learners: N/A: By checking the box the poods: DX	ent: X Compliance: X ne expanding or replicating applications ap	ant confirms they are meeting subgroup	
Expectations can be com N/A: No Significant Issues as following areas: School Safety: School Finance: X Operational Management Statutory or Regulatory English Learners: X N/A: By checking the box the needs: X Compliance with this support & improvem	ent: X Compliance: X Me expanding or replicating applications Standard demonstrated by the second as defined by Indiana's ESSA	ant confirms they are meeting subgroup	

ii	ne competitive priorities, the applicant confirms that they meet
the requirements listed in the instruction	ons for:
Early Childhood Program:	
Post-Secondary Program:	
Rural Locale:	
N/A: □X	

COHORT FOUR

CSP Quality Counts Grant Applications Released December 13, 2019

CSP Quality Counts Cohort 4 Application Due July 31, 2020

Preliminary Award Notification September 4, 2020

CSP Grant Breakdown by Year	Fund Expenditure Date Range	Funding Requested By Year	
YEAR 1 (Planning Or Year 1 Funds) *Planning Year Is a maximum of 18 months	September 4, 2020 — September 30, 2021	\$291,230.12	
YEAR 2 Funds (Grant Year 1 or Year 2)	October 1, 2021 – September 30, 2022	\$580,750.00	
	Total	\$871,800.12 *Maximum: \$900,000	

^{*}Planning Year funds will be from September 4, 2020 through the day before the first day of school with students. If a grantee takes a planning year, Year 1 (and year 1 funds) will begin on the first day of school through September 30th of the following year. Please plan accordingly with your school fiscal calendar.

Cha	arter School Program Areas Contacts
Students with Disabilities:	Contact Name: Jonathan Harris Email: jharris@indianapolisclassicalschools.org Phone Number: 317-213-0010

English Learners (including Title III):	Contact Name: Sean Henseleit Email: shenseleit@indianapolisclassicalschools.org Phone Number: 317-231-0010	
Title I, Part A:	Contact Name: Jonathan Harris Email: jharris@indianapolisclassicalschools.org Phone Number: 317-231-0010	
Title II, Part A:	Contact Name: Jonathan Harris Email: jharris@indianapolisclassicalschools.org Phone Number: 317-213-0010	

Management Organization Information

Will the school work with a charter or educational management organization? No X Yes

If no, skip to the next page.

If yes, name the management organization: Employer Identification Number (EIN):

Is the management organization:

For Profit

Not for Profit

Employees of the school will be:

Employed by the school

Employed by the management organization

Note about management organizations:

Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization. Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.

If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm's length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

a) Whether the charter school's governing board is selected by, or includes members who are

- employees of the CMO or EMO;
- b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
- c) Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
- d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal CSP Nonregulatory Guidance.





Working Together for Student Success

Optional Elements: Competitive Preference Priorities (up to 3 additional points)

Applications that address early childhood programs, postsecondary education, or rural area locations will receive preference points when applications are scored. Please see above instructions for guidance on qualifying for one of these three competitive preference points.

Applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer; however, all answer content must be included in the response area for this question. Applicants may not reference pages in their charter application or other appendices as a substitute for responses provided below. Appendices may be referred to for additional context to the applicant answer for each questions as appropriate. Appendices will not inform the rubric score on the below questions.

Clearly label your responses by section and question number for scoring purposes.

CPP1: Provide an overview of the early childhood, postsecondary, or rural area model, the expected targets and outcomes, and how the expected targets and outcomes, supported by qualitative or quantitative data or specific measurable and accessible goals, will impact one or more of the unique populations targeted in this section. Rural area models must be in a rural local code, as defined by the U.S. Department of education. 2 page limit for optional elements. Indicate areas of focus:

Early Childhood 1. Postsecondary Rural Areas

Required Elements

In order to streamline the application process and to ensure that the application does not duplicate efforts from the charter application to the charter school authorizer, applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer, however, all answer content must be included in the answer to the question. Applicants may not reference to pages in their charter application or other appendices as a substitute for answers. Appendices may be referred to for additional context as appropriate.

Thirty page limit for required element responses. Page limit does not include appendices or budget.

Clearly label your responses by section and question number for scoring purposes.

- Provide an overview of the project, including the vision of the charter school and expected outcomes aided by the CSP funds.
- 1a) Describe the vision of the charter school.

MISSION: Indianapolis Classical Schools is a community of scholars that advances timeless ideas and content, builds a culture of respect and trust, and engages in an urban environment in order to prepare students to be world-class citizens.

Indianapolis Classical Schools' board envisions a racially and socio-economically diverse student body and a school situated in a neighborhood in need of a strong anchor of stability which promotes community development. The network's leaders believe that experiencing a Classical, Liberal Arts education from the beginning of a child's educational career will holistically prepare students to become well-rounded, engaged citizens of the future. Diversity in all aspects is central to Indianapolis Classical Schools' approach to recruitment. Embracing the words of Justice Thurgood Marshall, United States Supreme Court, who said, "Unless our children begin to learn together, there is little hope that our people will ever learn to live together," Indianapolis Classical Schools believes maintaining a racially, economically and culturally diverse student body is essential for holistic student learning and character formation.

The new K-8 school will strive to attract students from many different racial and socio-economic backgrounds. The founders of ICS embedded this intentional diversity in the network's original Charter. "The concept of Herron High School stands out from its charter peers in that this school hopes to serve a neighborhood and region made up of both "minority student populations" and non-minority student populations to model the equity and integration that Indianapolis seeks to encourage." True to the spirit of our founder's vision, Herron High School currently serves the most diverse student population in the region, perhaps even the state. According to a recently published joint report by the Century Foundation in collaboration with the Poverty & Race Research Action Council, "students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills" than peers in more segregated educational settings.

The school's leaders see the positive effects of the cross-pollination of ideas and experiences that are the result of learning in a diverse setting on a daily basis. Students who learn and grow together will become citizens who live and work together. Charter schools are schools of choice, and many families understand and place high value on diversity, listing it among the top reasons they and their students chose an Indianapolis Classical School.

Diversity extends to levels of academic achievement as well. Indianapolis Classical Schools' philosophy of education and student support will be replicated in age-appropriate ways at the Herron Preparatory Academy. At the middle school level, Herron Preparatory Academy expects a high level of underserved students to transfer to the new school. Replicating Indianapolis Classical Schools' system of academic

supports for underperforming students, an array of remedial programs will be offered throughout the school year. These programs will help accelerate achievement for students with skill gaps with the intention that by the end of 8th grade, those students will have caught up with their grade-level peers and be prepared for the challenge of Indianapolis Classical Schools or the high schools of their choice.

1b) Describe the particular need for the school within the specific community, and the communication plan to the community about the charter school.

NEED: Indianapolis Classical Schools (ICS) collaborated with IFF to analyze educational needs in the greater downtown area where the network intends to operate Herron Preparatory Academy. Reasonable proximity to the two ICS high school campuses is desired. In March 2019, IFF provided network leaders with a demographic analysis.

The analysis showed that currently there are nineteen public and private schools offering a K-6 program serving 4,996 students in the Downtown Neighborhood as defined by the IFF study. Of those nineteen schools, only 37% received an A or B in the state's accountability rating. Only 28% of those 4,996 students are enrolled in a high quality educational setting. When accessibility is factored in, six of those schools are private schools and five are IPS Choice Schools; thus, only 11% of those 4,996 students attend an accessible quality school. Widening the bounds to all of Marion County, the US Census estimates that the 2018 population of Marion County is 950,082, and that 7.3% of that population is under the age of 5. In the coming years, these 69,356 children will be entering the school system. The start of the school year is a pivotal time in the life of young families. The availability of high performing schools is often a driving factor in where families choose to live and work. New seats at a high performing K-8 schools are urgently needed in Indianapolis. As the data clearly indicates, students in all neighborhoods within the boundaries of IPS and other surrounding districts need better public elementary and middle school options both now and in the future. (see IFF report in appendix) While a final location has not been determined, Herron Preparatory Academy will be within the IPS district but will be marketed widely throughout Marion County.

COMMUNITY OUTREACH: The school's marketing and student outreach will be directed to attract a diverse student body to help reduce the city's present level of socioeconomic segregation in our public schools. Marketing will be specifically directed at neighborhood community organizations, listservs, neighborhood events, and churches. Indianapolis Classical Schools' reputation for excellence will help attract urban families and provide them with a reason to stay in the city to educate their children. The school will utilize the services of a marketing professional to guide its public relations and promotional outreach, which may include radio ads, commercials and perhaps billboards, as well as distributing fliers and posters throughout the community. Families of current ICS high school students will hold house parties to help promote the new school. Student recruitment will begin in the summer of 2020 with the enrollment process in full swing in the autumn of 2020.

Based on the recommendations of a PR firm, the structure for community outreach consists of strategies for: Awareness - Initial Outreach, Build Brand and Promote Value Proposition; Active Outreach - Goal Driven toward Applications; Conversion and Maximization; and Engagement/Retention. Beginning in the spring of 2020, school leaders have had to adapt their outreach efforts during the community shutdown. Details of this outreach are outlined under recruitment.

1c) Describe the curriculum framework to be used in the school, including the key evidence-based instructional practices and the research base that guides curriculum development.

Building on the success of the Classical, Liberal Arts, College Preparatory Programming, a K-8 school will reflect Indianapolis Classical Schools approach to learning by applying a classical methodology, a focus on Liberal Arts, and an emphasis on the classics as a pathway to reach the "at risk" population as well as middle class students. The new school will be academically focused on preparing young scholars for the type of rigor they will encounter at an ICS college-preparatory secondary school.

As a classical, liberal arts, college preparatory network, Indianapolis Classical Schools believes that in order to create lifelong learners and provide a foundation for future college success, the student's educational experience must include a strong academic focus, a rigorous curriculum, and a cultural atmosphere which emphasizes high expectations, individualized attention and social integration. While academic rigor and strong GPA's are central factors in future academic persistence and college graduation, significant non-academic factors such as academic self-confidence, social support, and social involvement in the life of the school play a strong role in determining secondary educational achievement and future college success. Social integration is especially important for students who will become first-generation college attendees, have limited English proficiency, or are from a cultural or minority background.

Beginning in kindergarten, Herron Preparatory Academy's educational program will build academic confidence and provide the social-emotional learning and care that is crucial to instilling academic confidence and a college bound attitude, especially in at-risk students. Herron Preparatory Academy's focus on preparing students for secondary and post-secondary education will drive curriculum and instruction at all grade levels. Students will be exposed to a rigorous liberal arts education from the beginning, with opportunities to engage in world languages and culture, STEM courses, music, and art starting as early as Kindergarten. Beginning in the sixth grade, the middle school curriculum will begin preparing students to take Advanced Placement courses when they begin high school. By offering Pre-AP courses, such as Pre-AP World History and Biology, Herron Preparatory Academy will ensure students are exposed to the rigorous, challenging coursework required for success at the secondary and postsecondary levels as well as a college-bound attitude. Weekly tutoring will be provided for students to support them with maintaining a C or higher in Pre- AP courses. Before completing fifth grade students and their families will attend a final post secondary planning meeting. During this meeting the two Pre-AP courses that students will take between 6th-8th grade will be determined. Students and families will also gain an understanding of the time students should spend studying at home to maximize the Pre- AP experience. Families and students will also learn how Pre-Ap courses will prepare them for highschool AP courses and provide them with the opportunity to start college with credit earned if they meet the qualifying scores for high school advanced placement assessments. We will further support this effort by continuing quarterly meetings with families and students (6th -8th) to ensure they are aware of the support that is needed at home to support success in Pre-AP and AP courses. A designated ICS team, lead by the department of Academic Accountability, will track the following data.

- % of students passing Pre-AP
- % of students that continued the same AP content from middle school to highschool
- % of students that took Pre-AP courses and passed AP assessment with a qualifying score for college credit
- % of students that took Pre-AP that enroll college
- % of students that took Pre-Ap that earn a college degree
- % of minority students that enroll in college with AP credits

Curriculum at all grade levels will reflect Indiana State Standards and will be designed to prepare students for the rigor they will encounter at an Indianapolis Classical Schools high school campus. Small group instruction, individual conferences, and whole group instruction informed by observation and immediate checks for understanding provide differentiation and responsiveness from the start.

Differentiation and needs based instruction will be a keystone of our work. This will be done through weekly grade level meetings in which data is carefully analyzed to determine students' instructional needs. In the classroom, differentiation will be achieved through research based practices such as small group instruction and individual student conferences. In addition to differentiated instruction in the classroom, a dedicated block of time has been built into our schedule in grades K-8. This time will be used to split students into fluid instructional groups to address gaps in learning and provide a deeper challenge for students as needed based upon data analysis.

Instruction will be centered on evidenced based curricula with a history of success. In math our primary curricular text will be Eureka Math, which has received the highest rating possible from EdReports.org and is based upon extensive research. In literacy we will use a combination of research based curricular materials designed to support all aspects of literacy including reading comprehension, phonics instruction, and writing at the highest levels. Working collaboratively with the network leadership, curriculum development will be the responsibility of the Director of Curriculum Instruction and the instructional specialist.

Folder of Herron Preparatory Curriculum Evidence-based Data is available here: https://drive.google.com/drive/folders/13FuNysXh9bKkVd1EpUAlOQX6RUy3q2U5?usp=sharing

As part of the college preparatory network, Indianapolis Classical Schools, both Herron and Riverside

High Schools' goal is to provide all students with the skills, knowledge, and confidence to succeed in a college environment via a highly engaging liberal arts educational experience. Herron Preparatory Academy will utilize the network's educational philosophy and classical methodology and appropriately adapt it to the developmental levels of each student at the primary and middle school level to instill a lifelong love of learning and to better prepare students for the academic challenges of high school and college.

The Indianapolis Classical Schools network of schools uses highly engaging methods of teaching such as Socratic Dialogue, a technique that stimulates critical thinking as a means to draw out ideas and underlying presumptions.

A student's habits of study, love of learning and, ultimately, future college success, is rooted in acquiring age-appropriate mastery of subject material aligned with Indiana State Standards. Indianapolis Classical Schools maintains high expectations and believes all students can achieve their full potential. Special populations will be provided with the extra resources needed to thrive. Because future high school graduation, college acceptance, and college success are overwhelmingly determined by student performance on assessments of knowledge, mastery of knowledge becomes the single most important academic measurable outcome of a student's educational experience and must be reflected in a student's grade.

The Herron Preparatory Academy's Mastery Learning model is a reflection of the expectations that students will integrate and retain knowledge. It is specifically designed to distinguish between how a student practices learning and the evidence that a student provides to demonstrate mastery of learning. For middle-school students, Herron Preparatory Academy believes that 70% of a student's grade should be determined by performance on Mastery assessments (which include quizzes, tests, standards-based projects and writing activities, etc.), and 30% should be determined by the effort of completing Independent Practice. The Mastery Learning model is evident in teacher gradebooks and the grade calculation formula. Every teacher's gradebook contains two weighted categories: "Independent Practice" and "Mastery Evidence." Mastery Evidence is valued at 80% of a student's grade; Independent Practice is valued at 20% of a student's grade. With early interventions and ample supports integrated into the remediation process, Indianapolis Classical Schools anticipates that all students will be promoted to the next grade on schedule with their peers. Retentions will be rare and focused primarily at the early elementary level when socialization and emotional maturity levels are most resilient.

Curriculum map:

Grade/Subject	Curriculum/Texts	Alignment to IAS	Additional Notes
K-8 Literacy	-Units of Study for Teaching Reading by Lucy Calkins -Units of Study for Teaching Writing by Lucy Calkins -Junior Great Books -Lexia Core 5 -Fountas and Pinnell Benchmark Assessment System -Leveled Literacy Intervention	The units of study are aligned to the CCSS. (See attachments 1-4)*. The standard correlation documents provided by the IDOE will be utilized to ensure alignment to the IAS. (See attachments 5-13). Teachers will meet weekly with the Director of Curriculum and Instruction to discuss lesson plans and ensure that students are on track to meet all IAS by the end of the year. *Attachment 3 provides a sample for reading because each unit is in a separate document.	-Units of Study will be used for curriculum and scope and sequence. -Junior Great Books will be used for texts to support the curriculum. -Lexia Core 5 will be used to supplement reading instruction for all students in grades K-3 and as an intervention for students in grades 4-5. -The Fountas and Pinnell Benchmark Assessment system will be used in grades K-8 to track students reading levels 2-3 times a year. -Leveled Literacy Intervention will be used in Grades K-8 as a resource to support accelerated reading growth for students behind grade level expectations.

K-8 Math	-Eureka Math -Developing Number Concepts Series by Kathy Richardson -ALEKS	The curriculum is aligned to the CCSS. (See attachments 14 and 15.) The standard correlation documents provided by the IDOE will be utilized to ensure alignment to the IAS. (See attachments 16-24). Teachers will meet weekly with the Director of Curriculum and Instruction to discuss lesson plans and ensure that students are on track to meet all IAS by the end of the year. In math, we know units will need to be added due to the differences in standards. These decisions and addition will be reflected in finalized curriculum maps which will be complete by Spring of 2020.	s
K-5 Science	-Foss Science Modules and Kits -IDOE Resource Guides	Curriculum maps will be completed by the Spring of 2020 based on the IAS. (See attachments 25-28.) Teachers will meet weekly with the Director of Curricult and Instruction to discuss lesson plans and ensure that students are on trato meet all IAS by the end of the year.	understanding of science concepts. As a part of the curriculum mapping process we will determine if some resources in grade level kits should be redesignated to another grade level. -The resource guides provided by the IDOE will also be used as supplementary materials. These can be located at: https://www.doe.in.gov/standards/science- computer-science

K-5 Social Studies	-National Geographic Panorama Series -National Geographic Ladders Series -IDOE Resource Guides	Curriculum maps will be completed by the Spring of 2020 based on the IAS. (See attachments 29-32.) The Panorama series is based on CCSS so correlations will be made as a part of the curriculum mapping process. Teachers will meet weekly with the Director of Curriculum and Instruction to discuss lesson plans and ensure that students are on track to meet all IAS by the end of the year.	-The Panorama Serles will be used as the primary resource to support the social studies curriculum map. -The Ladders serles will be used as supplementary differentiated texts in grade 3-5. -The resource guides provided by the IDOE will also be used as supplementary materials. These can be located at: https://www.doe.in.gov/standards/social-studies
6-8 Social Studies	-National Geographic World History: Great Civilizations -National Geographic L History American Storil -The DBQ Project -Read Like A Historian Stanford History Education Group -Advance Placement The College Board	-The National Geographic texts me the content requirements of the IDOE Social Studies standards	of non-fiction texts - Pre-AP World History and Geography will be offered to students who intend to take AP World History in the 9th grade - The Social Studies curriculum will work parallel the literacy curriculum in order to further support students in reading and writing the ints et ulum of ins grack by the

- Science	-Interactive Science -Project STEM -Advanced Placement - The College Board	be completed by the Spring of 2020 based	-Project STEM will be used as a supplementary curriculum to support the larger Science curriculum. -Pre-AP Biology will be offered to students who intend to take AP-level science courses at the high school
6-8 College/Career Readiness	- Naviance	- The Naviance curriculum aligns with the IDOE Counseling Competencies for Students, focusing Academic and Career Development	- The Naviance curriculum provides a pre- and post-test for each grade level to measure growth - Each grade level has 16 modules that are typically between 15 and 20 minutes in length. These modules can be completed during our morning Advisory time
K-8 Social-Emotions Learning	al - Second Step	- The Second Step curriculum aligns with the IDOE Counseling Competencies for Students, focusing on Social/Emotional Development	empathy, impulse control, anger

1d) Describe the specific strategies that will be used to support all students in meeting or exceeding Indiana Academic standards. Include how the educational program will be innovative, unique, and enable all students, including students with disabilities and English learners, to meet or exceed Indiana's

challenging academic standards.

As part of the exit standards for students completing 8th grade, students with NG's in Math or English Language Arts who intend to stay within the ICS network and enroll at Herron High School or Riverside High School will be required to attend ICS's Summer Academy in accordance with the ICS Mandatory Remediation Policy. Students who plan to enroll at a non-network high school will be strongly encouraged to repeat the course at Summer Academy. Final transcript grades will be adjusted accordingly for successful completion of a Summer Academy course.

SUPPORT FOR LEARNING: Universal Supports: Support for all students, including students with special needs, English learners, high ability students and struggling students begins with high quality differentiated classroom instruction. Our Classical Model which focuses curriculum on the Trivium ensures that students gain the knowledge needed to excel in school and the workshop model allows content to be delivered in a differentiated way to meet a wide variety of student needs. Small group instruction, individual conferences, and whole group instruction informed by observation and immediate checks for understanding provide differentiation and responsiveness from the start.

Additional school-wide supports include our built-in differentiated support time for students and weekly data meetings for teachers that will allow for timely collaborative conversation and action. Belief that all students can achieve at high levels with the proper support will be our prevailing philosophical motivation. The school's leadership team will conduct frequent audits to ensure that all teachers are providing specifically designed instruction and appropriate interventions for each student's success.

English Learners: Based on data from WIDA, we will create individualized learning plans (ILPs) for each of our English language learners. These plans will include specific support tailored to that student's needs and will outline supports to be provided across both instruction and assessment. English learners will receive support from their classroom teacher through the ILP and the classroom teachers will receive support in the implementation of the ILP from the Director of Curriculum and Instruction, who will be the lead for EL services at launch. (Staffing for EL services will expand as needed.) This support will include professional development throughout the year as well as meeting to discuss best practices in implementing each student's ILP. English learners will also receive support through push in services during class time with a focus on reading and writing. The ILP and support plan for each student will also be shared with families. Herron Preparatory Academy will provide support to families by translating communications as well as providing translators during events such as back to school nights, conferences, and school-sponsored social gatherings.

High Ability: High ability students will be formally identified in grades K, 2, and 5 using the COGAT assessment. Our instructional model will allow for differentiated instruction that will support our high ability students. Small group instruction will be delivered at the student's instructional level which will allow high ability students to be challenged and grow in their abilities. When teachers confer with students, their purpose is to identify individual student strengths and weaknesses and to teach into that by reinforcing strengths and addressing weaknesses through explicit teaching. High ability students will benefit from our designated differentiated instruction periods by having the opportunity to participate in enrichment activities to extend their learning.

Special Education: Special education students will have Individualized Education Plans (IEPs) in accordance with state and federal law. The resource team will ensure that all special education laws are being followed and that Herron Preparatory Academy is in compliance regarding IEPs, procedural safeguards, move-in conferences, case conferences, and all other special education services required by law.

The resource team will expand as needed but will begin with at least one full time certified special education teacher. The team will also include part-time positions which will be contracted. These positions include a school psychologist, speech and language pathologist, physical therapist, and occupational therapist. The team will work in concert with the leadership team and families to make decisions regarding services for students through a case conference meeting. The team will continually review student progress and level of personalized goal attainment, and make adjustments to services after consulting with the leadership team and student's family.

Herron Preparatory Academy embraces an inclusion model in which students with special needs are included in general education classrooms for all or most of the school day. Utilizing a conceptual framework of multi-tiered system of supports (MTSS), specially designed instruction, supplemental interventions, and accommodations are provided via a push-in model in which classes may be co-taught by a general education teacher and a special educator based on individual students' needs and established accommodations. Pre-teaching and re-teaching will happen regularly during the differentiated instruction block as well as through push-in services in the classroom. Related services such as occupational therapy and speech and language services are provided in a pull-out model. Students who need these therapies participate in individual or small group directed instruction in a separate setting with little interruption to their general education classes. Students are also served on a consultation basis as dictated by their individualized education plans.

1e) Describe how the school will developed 21st century skills or prepare students to be college and career ready in future postsecondary and workplace environments.

The instructional foundation of Herron Preparatory Academy will be a classical approach to education. Using the Trivium as the foundational structure for instruction and learning, students begin at the grammar stage of learning, move through the logic stage, and end with the rhetoric stage, thus becoming fully prepared for success at the secondary education level. Literature rooted in the classics and conceptual understanding of math will be delivered through a workshop approach. Being a liberal arts-focused network of schools, the Herron Preparatory Academy will continue the tradition of offering world language instruction, science, global studies, and the arts. At the elementary level students will participate in related arts classes focusing on art, music, physical education, STEM, and global studies. 12 The global studies class will include the exploration of Spanish, French, and Latin, and will include studies about the countries where these languages are/were primarily spoken. At the middle school level, students will build off of what they learned in earlier grades by choosing a focus area to study in more depth — World Language, Music, Arts, or STEM. In order to prepare students for the technology-rich future, technology will be incorporated in the classroom and students will be taught safe and effective digital citizenship skills. As a comprehensive whole, these approaches support the development of well-rounded students who have critical thinking skills, take responsibility for their own learning, as well having strong problem-solving skills. These are key terms in 21st century skills

The value of a liberal arts education has been endorsed by many industry leaders. Steve Jobs once said, "It's in Apple's DNA that technology alone is not enough. Its technology married with liberal arts, married with the humanities, that yields the results that make our hearts sing." Indianapolis Classical Schools is, at its core, a liberal arts education. In today's rapidly changing world, strong critical thinking skills and a flexible, open mind are crucial to career success. A third of all Fortune 500 CEOs have liberal arts degrees. The liberal arts train students to thrive in subjectivity and ambiguity, a necessary skill especially in the technology-driven world where few things are black and white. Steve Yi, CEO of web advertising platform MediaAlpha, described what he looked for in hiring: "In the dynamic environment of the technology sector, there is not typically one right answer when you make decisions," he says. "There are just different shades of how correct you might be." He says his own liberal arts education taught him to see every issue from multiple perspectives. "It's awfully similar to viewing our organization and our marketplace from different points of view, quickly shifting gears from sales to technology to marketing. I need to synthesize these perspectives to decide where we need to go as a company."

1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)

Herron Preparatory Academy is requesting funds that will support elevated initial start-up costs associated with the first few years as we implement our slow growth model. Indianapolis Classical Schools has established a high quality operations and management system. CSP funds being requested will be sustained via the state's general tuition support as the school enrolls more students. Any positions or services funded via the grant will be sustained once CSP funds have ended using state or federal funds, as allowable.

- Provide an overview of the expertise of the charter school developer(s) to open, replicate, or expand the high-quality charter school.
- 2a) Identify the key personnel involved in the development and describe their previous experience.

Herron High School is an independent nonprofit 501(c)(3) corporation, with the network doing business as (DBA) Indianapolis Classical Schools. All management and oversight is provided by its Board of

Directors and the network's leadership team. Indianapolis Classical Schools' board and network-level leadership will have primary responsibility for planning and overseeing the new K-8 school. The network's leadership will oversee all three schools. In addition, the K-8 school's administrators and staff will be made up of both current Herron High School leaders and staff and new hires. The Board of Directors will oversee all schools through the current corporate entity that holds the charter for Herron High School and holds the charter for the K-8 as well. Network leadership and staff are experienced leaders with a track record of success and will have responsibilities for all three campuses. Indianapolis Classical Schools expects that sharing resources will eventually lead to cost savings and efficiencies of scale that will benefit all network schools. The leadership team has created organizational charts which specifies the number of new faculty and administrative roles. (See Appendix - Organizational Charts)

Network Level: Janet H. McNeal, President, Indianapolis Classical Schools, established and has led Herron High School since its inception and now leads the network. Mrs. McNeal holds a B.S. in Secondary Education from IUS, a M.S. in Secondary Language Education from Indiana University, and a Certificate of School Administration from Indiana University Purdue University. She has more than 30 years of experience in education. Prior to leading Herron, she served as Honor's Director and Academic Dean at Cathedral High School. Given the overwhelming success experienced by Herron High School, the Herron board made the decision to grow into a network and replicate their model at Riverside High School, currently in its third year of serving students. Mrs. McNeal also led this successful replication, giving her the necessary successful experience to support further replication in the network. A K-8 is the natural evolution for the flourishing network.

As noted in the organizational charts included in the charter, at the network level, Dr. Jonathan Harris, Vice President, Academics, Dr. Deborah Cooney, Vice President, Operations and Safety, and Juli Woodrum, Vice President & Chief Financial Officer, report to the Indianapolis Classical Schools' President. They represent the network's leadership team. Additionally, the network's Director of Special Education will oversee the K-8 resource team.

K-8 Leadership: In the first year, the K-8 will have a Head of School, a Director of Curriculum and Instruction, and a Social Workerr as the core leadership team. The Head of School would report to the President. The Director of Curriculum and Instruction and the Dean will report to the Head of School.

The Head of School's role is to oversee all operations. The Head of School will be the face and voice of the school to the wider public and community outreach efforts, and the point-of-contact for community stakeholders. Tenika Holden-Flynn, Ed.D will be the Head of School. She holds an Ed.D in Education Administration and Policy. Her certifications include: AASA/Howard University Urban Superintendents Academy Certification, Alexandria, VA; District of Columbia School Administrator, Certification; Maryland Advanced Professional Certificate, Administration I and II; Graduate Certificate in Administration and Supervision, Johns Hopkins University; Graduate Certificate in Advanced Methods for Differentiated Instruction and Inclusive Education, Johns Hopkins University; and Graduate Certificate in Professional Teaching Standards, George Washington University. She previously served as Principal-George Buck

Elementary School. (See resume in Appendix) Dr. Holden-Flynn most recently led an Indianapolis Public Schools K-8 elementary school where students showed strong growth and movement under her leadership. This experience combined with the Indianapolis Classical Schools successful model positions the new school to serve students well.

The Director of Curriculum and Instruction will be responsible for overseeing curricula alignment, implementation of academic programming, developing agendas for professional development, and making appropriate recommendations to the Head of School and executive team. Sean Henseleit will be making appropriate recommendations to the Head of School and executive team. Sean Henseleit will be making appropriate recommendations to the Head of School and executive team. Sean Henseleit will be making appropriate recommendations to the Head of School and executive team. Sean Henseleit will be making appropriate recommendations to the Head of School and executive team. Sean Henseleit will be making appropriate functional and Indiana Poficient Practitional Administration, both from Butler University. His certifications include an Indiana Proficient Practitioner's License, Primary and Intermediate Generalist and an Indiana Building Level Administrator License. Mr. Henseleit has served as Director of Academic Accountability Building Level Administrator License. Mr. Henseleit has served as Assistant Principal at Lantern Road at Indianapolis Classical Schools. He previously served as Assistant Principal at Lantern Road at Indianapolis Classical Schools. He previously served as Assistant Principal at Lantern Road at Indianapolis Classical Schools. He previously served as Assistant Principal at Lantern Road at Indianapolis Classical Schools. He previously served as Assistant Principal at Lantern Road at Indianapolis Classical Schools. He previously served as Assistant Principal at Lantern Road at Indianapolis Classical Schools. He previously served as Assistant Principal at Lantern Road at Indianapolis Classical Schools. He previously served as Assistant Principal at Lantern Road at Indianapolis Classical Schools. He previously served as Assistant Principal at Lantern Road at Indianapolis Classical Schools. He previously served as Assistant Principal Atlanter Road at Indianapolis Classical School Principal Principal Atlanter R

A Social Worker will work with students and families in need of special supports. Candidates for these roles have not yet been identified.

During the first two years, the leadership team will work with the ICS Director of Enrollment and will manage student discipline and family outreach. As the school grows, responsibilities will be distributed to new staff. By year two, Herron Preparatory Academy will add a Director of Enrollment, a Director of Operations and a Safety Specialist.

Based on its reputation for excellence, the network is able to attract and retain outstanding teachers and administrators who exemplify the special qualities vital to Indianapolis Classical Schools mission-driven culture. Additional hiring to staff the new school will be done in accord with the Core Values (see Appendix). The school's leadership has been developing strong relationships in its efforts to increase diversity among staff and faculty. Recruitment will be done with an effort to achieve the greatest diversity of teaching staff. The school will use current job descriptions as a template for hiring.

2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school's Annual Performance Report found on DOE Compass (or a similar report if not an existing Indiana model). Indianapolis Classical Schools' ongoing achievement can be attributed to the talent, dedication, and passion of its staff, faculty, and board of directors who collaborate to create powerful learning environments and effective pedagogies that are aligned with the school's Core Values and state standards. Evidence of this success is found in the annual Mayor's Performance Framework report, the state's Annual Performance Report, the IDOE's annual Report Card in which Herron High School has received an A for every year of measure, as well as the 4-Star award. Additionally, Herron High School continues to be nationally ranked as one of the top American high schools in the nation. The state's Annual Performance Report confirms Herron High School's success:

Herron Charter

2018 Annual Performance Report

		School F	Results	1830	State
Indicator	'14-'15	'15-'16	'16-'17	'17-'18	Total
A-F Accountability Grade	A	A	А	A	
Student Enrollment	741	763	827	861	1,139,822
Non-Waiver Grad Rate	98.75	97.80	95.83	98.40	80.67
College and Career Readiness Rate	59.12	68.89	69.50	N/A	

Herron High School's Federal Accountability Report Card

Federal Accountability Report Card 2018-2019 Herron Charter (9650) Herron High School (5724)

High School Indicators				
Indicator	Points	Rating	Weight	Weighted Points
ELA Academic Achievement	105.00	Exceeds Expectations	2.00	210.000
	78.97	Meets Expectations	2.00	157.940
Math Academic Achievement	102.85	Exceeds Expectations	2.00	205.700
ELA Academic Progress	67.25	Approaches Expectations	2.00	134.500
Math Academic Progress	-	Exceeds Expectations	4.00	423.280
Graduation Rate	105.82		1.00	105.730
Strength of Diploma	105.73	Exceeds Expectations	0.00	0.000
Progress in Achieving English Language Proficiency	0.00	No Rating		
Addressing Chronic Absenteeism	80.83	Approaches Expectations	1.00	80.830
Addressing Critoric Addressing	High School	Overall Weight and Points:	14.00	94.14
	High Schoo	School Overall Rating:	Exce	ds Expectation

Enrollment				
	Enrollment	Enrollment Percent		
Grades 03-08	0	0.00 %		
Grades 09-12	889	100.00 %		

Subgroup Grades			Subgroup	Points	Rating
Sugroup	Points	Rating		0.00	No Rating
American Indian/Alaskan Native	0.00	No Rating	Asian	77.44	Approaches Expectations
Black	76.11	Meets Expectations	Hispanic Ethnicity		No Rating
	77.80	Approaches Expectations	Native Hawaiian or Other Pacific Islander	0.00	
Multiracial	11100	Exceeds Expectations	English Language Learner	40.29	Does Not Meet Expectations
White	102.75		Special Education	97.95	Exceeds Expectations
Free/Reduced Lunch	83.52	Meets Expectations	Special Education		

ademic Achievemen	Indicators	Grades	02.08				Grad	le 10		
	Davis Bala	Participation	Perf. Points	Goal Factor	Overall Points	Pass Rate	Participation	Perf. Points	Goal Factor	Overal Points
Subject Area English/Lang. Arts	Pass Rate N/A	N/A	N/A	N/A	N/A	84.0 % (152 / 181)	98.9 % (182 / 184)	84.00	1.25	105.0
Mathematics	N/A	N/A	N/A	N/A	N/A	53.0 % (96/181)	98.4 % (181 / 184)	53.00	1.49	78.9

I Factor	Overall Point
1.22	102.85
1.05	67.25
	1.22

Graduation Rate Indicator		4
4 Year Graduation Rate	Goal Factor	Overall Points
98.9 % (186 / 188)	1.07	105.82

Strength of Diploma Indicator		
Strong Diploma Rate	Goal Factor	Overall Points
97.9 % (184 / 188)	1.08	105.73

ogress in res	leving English Language P		S
Grade Span	Met Goal or Achieved Proficiency Rate	Goal Factor	Points
Grades 9-12	N/A	N/A	N/A

Addressing Ch	ronic Absenteeism	Indicator	
Grade Span	Model Attendee Rate	Goal Factor	Overall Points
Grades 9-12	66.8 % (560 / 838)	1.21	80.83

Indiana State Report Card

Indiana Department of Education Student Centered Accountability 2018- 2019 Herron Charter (9650) Herron High School (5724)

Overall Summary (511 IAC	Grades	Points	Weight	Weighted Points
		0.00	0.000	0.00
Performance Domain	Grades 03-08	68.50	0.200	13.70
Performance Domain	Grade 10		0.000	0.00
Growth Domain	Grades 04-08	0.00	0.200	23.76
Growth Domain	Grades 10-12	118.80	0.600	60.72
Multiple Measures Domain	Grade 12	101.20	Overall Points:	
			Overall Grade:	

0.00 %	liment	Enrollment	Enrollment Percent
0.00 %		Lindentant	0.00%
Grades 03-061	Grades 03-08	0	
	Grades 09-12	889	100.00 %

erformance Domai	n (511 (AC 6.2	rades 03-08			Grade 10	
		Participation	Points	Pass Rate	Participation	Points
	Pass Rate	Participation	1 Olime		00.04	
English/Lang. Arts	N/A	N/A	N/A	84.0 % (152 / 181)	98.9 % (183 / 185)	84.0
Mathematics	N/A	N/A	N/A	53.0 % (96 / 181)	98.4 % (183 / 186)	53.0

rformance Summa	Points	Weight	Weighted Points
	N/A	N/A	0.00
E/LA (Grades 3-8)	N/A	N/A	0.00
Math (Grades 3-8)		(Grades 03-06)	0.0
E/LA (Grade 10)	84.0	0.50	42.00
	53.0	0.50	26.50
Math (Grade 10)		ints (Grade 10)	68.5

Frowth Domain (51	1 IAC 0.2-10	Grades 04-08			Gra	des 09-1	2	
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points	10th to 12th Imp.	Points
E - Table and Arts		N/A	N/A	92.0	130.0	111.0	0.4	111.4
English/Lang. Arts Mathematics	7000	N/A	N/A	111.4	140.5	126.0	0.1	126.

arowth Summary	Points	Weight	Weighted Points
== 1 (Freder 1 0)	N/A	N/A	N/A
E/LA (Grades 4-8)	N/A	N/A	N/A
Math (Grades 4-8)		(Grades 04-08)	0.0
	111.4	0.50	55.70
E/LA (Grades 9-12)	126.1	0.50	63.05
Math (Grades 9-12)		(Grades 9-12)	118.8

Aultiple Measures L	Domain (511 IAC 6.2- R Indicator	1	Gradu	lation indicator	_
CCR Achievement	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points	5 Year Graduation Rate Imp. Points	Points
72.6 %	4.00	100.0	100.0 (98.9 %)	2.4 (98.2 %-95.8 %)	102.4

e Measures St	Points	Weight	Weighted Points
CCR	100.0	0.50	50.00
		0.50	51.20
Graduation	102.4	0.50	
Total	101.2		

The Indiana State Board of Education has established criteria for determining whether or not a high school graduate has not only met graduation requirements, but is also college- or career-ready. In order to be deemed college- or career-ready, a student must pass an AP or IB exam, earn dual credit from an approved list of courses, or receive an industry certification from an approved list. The Mayor's Office of Innovation and Education rates their schools on this indicator. The most recent evaluation says, "An average of 62.2% of Herron students have graduated college- and career-ready over the last five years. Due to the school's historical college- and career- readiness ratings, the school earns an overall rating of Exceeds Standard for this indicator.

Operational Management: School Safety: Indianapolis Classical Schools maintains and adheres to a comprehensive ALL HAZARDS PLAN for each campus. This plan is reviewed and revised annually and is filed with the network's charter Authorizer. Key staff participate in state-sponsored school safety training and certification. All staff are up-to-date on CPR training. Emergency evacuation routes out of the buildings are posted in every classroom. The network also maintains and trains staff on a Crisis Management Plan. Indianapolis Classical Schools applies for and receives the Indiana Homeland Security Safe Schools grant. Funding from this grant has allowed network campuses to improve such items as secure entries, bullet-proof film on select exterior glass, and upgrade campus security cameras. All campuses are fully accessible to physically impaired students and staff.

Fiscal Management: As a Mayor's charter network, the school is evaluated annually regarding it's financial management and systems. The network transitioned from a hired outside accounting firm to an in-house system which has improved overall fiscal management:

	Does not n	neet standard	The school doe	s not meet sta	indard on 1 o	f the sub-indi	cators.		
ndicator Targets	Approachi	ng standard	The school med the remaining	ets standard o sub-indicator.	n 1 sub-indica	ator, but appr	oaches stand	lard for	
	Meets sta	ndard	The school me	ets standard o	on both sub-in	dicators.			
	Mid	Charter Rating		2017-2018		Charte	er Ronewal Ra	iting	
School Rating		aching Standard	М	Meets Standard			Meets Standard		
		772 1 S J S S S S S	Sub-indica	itor Ratings	TENET!				
	Sub-i	ndicator targets		2013-14	2014-15	2015-16	2016-17	2017-18	
Financial Audit	DNMS	The school receive multiple significate material weakne ongoing concern	nt deficiencles, sses, or has an	MS	MS	MS	MS	MS	

Additional detailed information on school finance and statutory/regulatory compliance are addressed in Question 9, Fiscal Management Plan.

If applying for funds for a new school, please provide data, research, and analysis that support your new school's model and how it will deliver strong academic growth and achievement. Please present your plan for preventing issues in operational management, school safety, school finance, and statutory/regulatory compliance.

- Provide an overview of the charter school goals.
- 3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that specifically related to activities within the *Quality Counts* CSP grant and the methods for which the goals will be measured. This must include student achievement data from the state content assessment.

Goal I: Percentage of Language Students at Grade Level: 85% of students in grades K through 8 at HPA for 162 days will meet or exceed their NWEA reading growth targets: It is important that Herron Preparatory Academy ensures its students are moving on to secondary and post-secondary education opportunities fully capable and prepared for all academic challenges. A large barrier that many students face entering into high school and college is reading below grade level. Administering NWEA at least three times each year (fall, winter, spring) will allow our educators to target specific students and bridge specific skills gaps in reading. Teachers and staff will analyze NWEA data in weekly instructional meetings. Results will be analyzed to identify specific student needs including supports and enrichments. Grant funding will be used to provide technology support, computer carts, and a rich and rigorous curriculum aligned with state standards designed to meet this goal.

Goal II: Percentage of Math Students at Grade Level: 85% of students in grades K through 8 at HPA for 162 days will meet or exceed their NWEA math growth targets: It is important that Herron Preparatory Academy ensures its students are moving on to secondary and post-secondary education opportunities fully capable and prepared for all academic challenges. A large barrier that many students face entering into high school and college is struggling with basic math skills. Administering NWEA at least three times each year (fall, winter, spring) will allow our educators to target specific students and bridge specific skills gaps in reading. Teachers and staff will analyze NWEA data in weekly instructional meetings. Results will be analyzed to identify specific student needs including supports and enrichments. Grant funding will be used to provide technology support, computer carts, and a rich and rigorous curriculum aligned with state standards designed to meet this goal.

Goal III: HPA will improve the overall combined pass rate for ELA and Math State Assessment, ILEARN, by 5% each year following the baseline year. : State Assessment gives an important data point to inform our academic success. HPA will track and analyze this data as it is available and continue to revisit the data to help us better understand needed curricular supports and adjustments.

Goal IV: Articulating the Classical Education 85% of students in 5th-8th will have family participation in the post-secondary planning meetings: A key focus of HPA is on college readiness throughout school, beginning in kindergarten. As a part of this effort we will host post-secondary planning meetings, geared toward specific grade level needs, throughout the year to engage students and families in conversations around plans beyond high school. Participation in meetings will be tracked by school leadership and leadership will follow up families who have not participated to encourage their involvement.

3b) Describe how the school will ensure all stakeholders, including staff, students, and community are aware

Upon notification of the award of 2019 CSP funds, Herron Preparatory Academy leadership will share the goals and expected outcomes with staff, board members, OEI, and families via bi-monthly meetings and weekly professional development. Additionally, ICS leadership will share annual updates with staff, board members, OEI, and families about progress toward the goals and expected outcomes over the three years of the grant period. Expectations will be detailed in the Parent/Student Handbook and will be incorporated in the annual start of year orientation progams. Goals and progress made will be reported at all school events; it will also be shared in monthly family and community newsletters.

- Provide an overview of how the charter school expects to accomplish the goals stated in section 3
 with the use of the CSP funding.
- 4a) Provide a budget narrative to address each year's anticipated spending plan and provide an explanation for how each year's budget plan is aligned with the outcomes proposed in the grant and the school's program model. In the budget sheet, please include a detailed line item budget. Sufficient detail must be provided in the line item budget to explain each requested item.

Indianapolis Classical Schools will strategically use this grant funding to support programming, academic goals, and recruitment costs during the planning year as well as the first year of operations. These costs will be sustainable in future years as enrollment increases to full enrollment.

All funding will support the following Herron Preparatory Academy's Academic goals:

- Goal I: Percentage of Language Students at Grade Level: 85% of students in grades K through 8 at HPA for 162 days will meet or exceed their NWEA reading growth targets.
- Goal II: Percentage of Math Students at Grade Level: 85% of students in grades K through 8 at HPA for 162 days will meet or exceed their NWEA math growth targets.
- Goal III: HPA will improve the overall combined pass rate for ELA and Math State Assessment,
 ILEARN, by 5% each year following the baseline year.
- Goal IV: Articulating the Classical Education 85% of students in 5th-8th will have family participation in the post-secondary planning meetings.

Planning Year (\$291,230.12)

During the planning year, grants funds will support staff costs as well the purchase in instructional materials for the first year of operations. Grant funds will also be instrumental in allowing the team to strategically invest in student recruitment and fulfil goal outcomes.

Staffing: \$120,085.12 of grant funds will be dedicated to overall leadership during the planning year by the Head of School and Director of Curriculum & Instruction. These individuals will be responsible for recruiting both students and staff as well as developing curriculum and operations protocols.

Instructional Materials: \$106,645 of grant funds will be used to purchase instructional materials for the first year of operations. This includes curriculum, texts, manipulatives, and online resources for Reading, Math, Science, and Social Studies classes for kindergarten, 1st grade and 2nd grade. The purchases of social emotional curriculum of these three grades is also included.

Technology: \$42,000 of grant funds will be dedicated to the purchase of student devices as well as computers for faculty.

Collateral Materials: \$7,500 will be used for materials for student recruitment. This will include not only printed materials but also giveaways necessary to attract traffic at events.

Professional Services: \$15,000 will be used to engage professional expertise to develop a marketing and branding strategy for the school. Establishing a strong presence in the community will be necessary to meet enrollment goals not only in the first year but also for the subsequent years.

Year 1 (\$580,750)

Staffing: \$426,240 will be used for staffing for the first year of operations for both instructional and student support, and to promote goal outcomes.

Instruction: \$362,240 of grant funds will be used to provide support to the classroom teachers. Grant funds will be used for the math Instructional Specialist and the literacy Instructional Specialist. This level of expertise will be instrumental in providing targeted support to the classroom Specialist. Further, grant funds will also be used for Classroom Assistants for each grade level. These paraprofessionals will not only provide support in the classroom but will also be utilized for one-on-one intervention. Grant Funds will also be used to add instructional capacity for global studies to support the classical curriculum and the language development of students. These positions will be funded in future years with additional student enrollment.

Student Support: \$64,000 of grant funds will be dedicated to ensuring students have appropriate social & emotional support during the first year. The Social Worker will be funded in future years with additional student enrollment-and federal funding

Instructional Materials: \$108,680 of grant funds will be used to purchase instructional materials for the second year of operations. This includes curriculum, texts, manipulatives, and online resources for Reading, Math, Science, and Social Studies classes for 3rd and 6th graded. Additional materials for kindergarten are also included as an additional section will be added. The purchases of social emotional curriculum for 3rd and 6th is also included along with college & career readiness curriculum for middle school students.

Technology: \$38,150 of grant funds will be dedicated to the purchase of student devices as well as computers for faculty.

Collateral Materials: \$7,500 will be used for materials for student recruitment. This will include not only printed materials but also giveaways necessary to attract traffic at events.

4b). Describe the school's sustainability plan after the grant expires.

As Herron Preparatory Academy is implementing a slow growth model, the enrollment during year 1 is planned to be only 120. State and federal support will not cover all costs necessary to ensure a solid first year of operations. The CSP funds are integral in funding all staff positions necessary for that first

year. Positions such as the Instructional Specialists, Social Worker, and the Classical Studies teacher will be fully funded with increased enrollment. All positions funded through the grant will be sustained through general state and federal support once the CSP funds have been fully expended. CSP funds will also be used for the initial investment of instructional resources and technology. With increased enrollment, costs necessary to supplement the initial investment will be funded with general state support. Other costs covered by the grant, including Naviance curriculum and collateral materials for the recruitment of students can also be funded through general state support after the initial investment in the first year.

- Provide an overview of the charter school governance plan and administrative relationships.
- 5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOS) and why they were selected.

Herron High School Inc., is an Indiana nonprofit organization with IRS designated 501(c)3 status. Herron HS, Riverside HS, and Herron Preparatory Academy are authorized by the Indianapolis Mayor's Office of Education Innovation (OEI). Indianapolis Classical Schools has a Board of Directors comprised of 15 members. The board and OEI work together to make sure the individual schools and the network are in good standing. ICS has consistently earned an Exceeds Standard in the area of governance per the OEI performance Framework. This model of school management will be duplicated at Herron Preparatory Academy, as the organization seeks to add additional high quality seats to the Indianapolis community.

Indianapolis Classical Schools' board and leadership team consists of qualified professionals prepared to expand educational opportunities as demonstrated by the school's history of performance and fiscal responsibility. The ICS governing board is an outstanding and dedicated group of individuals whose goals, individually and collectively, are to keep the needs of the students and the mission of the school foremost in mind as it makes vital decisions and steers the school along the continued path of success. The board is structured to balance the board member characteristics of "the four Ws": web (networks to help connect the school), wealth (individuals and corporations who can give generously), work (professionals who can provide legal, financial, fundraising, public relations, architecture, nonprofit and school management, and education expertise), and wisdom (thoughtful and proven community leaders). Throughout its history, one or more parents of Indianapolis Classical Schools' students have consistently served on the board. Mission-driven is a core quality of each board member, and all board members give of their time, talent and treasure with an exceptional level of care and responsibility. Throughout its meeting history, the ICS board has never failed to have a quorum and or reach consensus on vital issues.

Indianapolis Classical Schools is fortunate to have significant participation and leadership of board members on crucial committees. They bring a wealth of professional experience and wisdom in key areas as they serve on the following committees: Fiduciary, Facilities, Education, Development, and an

Executive Committee consisting of board officers. The stewardship involved in these roles frequently brings board members into the school building; thus making them an integral presence in the life of the school.

The Indianapolis Classical Schools Board has general oversight of the fiscal management, basic education and policy development of the network. The Board is responsible for the sound fiscal management of the non-profit, including approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Indiana Statute. The Board is responsible for the hiring and evaluation of the President. The Board will continue to institute policy within the guidelines of Federal and State law and the principles of the organization to ensure the effective, efficient, and safe operation of the school. Indianapolis Classic Schools board will oversee Herron Preparatory Academy. Their current practices for ensuring fiscal and academic success for the network will continue to provide value and structure to school-based policy, protocol, and procedure. Indianapolis Classical Schools' board, leadership, and staff maintain full compliance with EDGAR 74.42 when selecting external vendors for services. All contracts for services are reviewed for conflicts of interest, specific to financial gain between vendors and Herron board members, leadership, and staff prior to execution of contracts.

While parts of the Indianapolis Classical School network, Herron High School, Riverside High School and Herron Preparatory Academy are fully autonomous charter schools and do not have any partnerships with an EMO or CMO.

5b) Describe how the school operates by explaining how the charter school leaders are empowered to make daily decisions, and how staff within the school organization work together.

The Board assures that the educational mission as per the charter application is maintained. The board holds the staff accountable for maintaining the mission of the school and provides broad oversight but does not interfere with day-to-day operations. The day-to-day implementation of this plan is the responsibility of the President. The network president reports to the board of directors and together with the network level leaders, manages all network level operations. The executive leadership consists of the President, Vice President for Curriculum and Academic Accountability, Vice President of Operations and a Chief Financial Officer. The executive leadership team meets regularly with the heads of school to review faculty issues, academic performance, budget planning and school policies.

In the first year, the K-8 will have a Head of School, a Director of Curriculum and Instruction, and a Social Worker as the core leadership team.

The Head of School serves as the building level leader, hiring and managing staff, maintaining a safe and legal learning environment, managing the site-based budget, handling parent communication, school discipline, scheduling, school-based events, and community relations. The Head of School will be the face and voice of the school to the wider public and community outreach efforts, and the point-of-

contact for community stakeholders. Herron Preparatory Academy's Head of School reports directly to the network president.

The Director of Curriculum and Instruction and social worker will report to the Head of School. The Director of Curriculum and Instruction will be responsible for overseeing curricula alignment, implementation of academic programming, developing agendas for professional development, and making appropriate recommendations relative for their grade levels to the executive team. The Head of school in concert with the leadership team in year one will be responsible for maintaining school culture, managing discipline issues. A Social Worker will work with students and families in need of special supports. The network's Vice President of Operations will oversee school safety during launch. The network's Director of Special Education will oversee the resource team. During the first two years, the leadership team will work with the ICS Director of Enrollment and will manage student discipline and family outreach. As the school grows, responsibilities will be distributed to new staff. By year two, Herron Preparatory Academy will add a Director of Enrollment, a Director of Operations and a Safety Specialist.

5c) Describe the process to select board members.

Board recruitment and succession planning is the responsibility of the Board's Executive Committee. Current board members are alert to potential new candidates and seek to expand professional networks with an eye toward increasing the diversity of the board and discovering qualified members of the community to serve on Indianapolis Classical Schools' board. Potential candidates are vetted through interviews that includes an exploration of their philosophical alignment with the networks Core Values. Qualifying candidates are then presented to the Executive Board Committee for consideration before being presented to the full board for election.

Balancing the need to incorporate new members with fresh insight, the school has had the good fortune to have continuity of leadership and vision with three members of the school's original founders remaining active members of the board. As the school prepares and plans for succession, the Executive Committee focuses on identifying the core principles of board performance and leadership necessary to remain true to the school's mission while taking it forward into the future. An Executive Committee document describing key principles for succession planning has been approved by the board.

5d) Describe the governance training for board members, current and prospective.

New board members are provided with a board training workshop to review expectations, Core Values and open door laws as they pertain to public schools. A formalized Statement of Understanding helps define roles and expectations, and secures a formal commitment from every board member. Training is continuous and ongoing, and a special focus of the board's Annual Retreat. Annual completion of a Board Self Evaluation form helps members identify strengths and weaknesses of the overall governing process, and the findings are used to support collaboration. Indianapolis Classical Schools is proud that

the governing board has consistently received the "Exceeds standard" rating in the findings of the Mayor's office Annual Accountability Reports. These processes and procedures promote long-term sustainability and continued dedication to the responsibilities of school governance to ensure ongoing success as the school undertakes replication.

5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42.

Please indicate "N/A" if no service provider is utilized. N/A

5f) Describe how the charter school will ensure timely and accurate data submission for State and federal reporting requirements.

Indianapolis Classical Schools campuses continue to submit all documents, data and reporting to the state and federal reporting agencies in an accurate and timely manner. Staff has experience with and clear systems for submitting accurate reports, data, and documentation. Indianapolis Classical Schools are individually reviewed by OEI annually as part of their authorizing accountability processes. Core Question 3 (Governance & Leadership) directly tracks each Indianapolis Classical Schools ability to submit timely reports & documentation. Herron earned a score of "Exceeds Standard" in this section of OEI's overall performance framework. Additionally, both current ICS campuses submit reports monthly to IPS as part of the Innovation Schools program.

- Provide an overview of the student recruitment and admissions process.
 - 6a) Describe the school's recruitment plan, and compliance with Indiana Code 20-24-5.

Student recruitment will begin in the fall of 2020. Indianapolis Classical Schools has a Chief Enrollment officer and each school building has a Director of Enrollment to ensure each school is adhering to best practices and compliance with all recruitment strategies. Recruitment strategies include community information events (held in person or virtually when necessary) to alert residents about the forthcoming school, to introduce the school's leadership team, and answer questions about its educational offering. To the extent that COVID-19 restrictions allow, staff will be holding outreach events at places such as community centers, libraries, preschools, and daycare centers.

Student recruitment will begin in the fall of 2020. Indianapolis Classical Schools has a Chief Enrollment officer and each school building has a Director of Enrollment to ensure each school is adhering to best practices and compliance with all recruitment strategies. Recruitment strategies include community information events (held in person or virtually when necessary) to alert residents about the forthcoming school, to introduce the school's leadership team, and answer questions about its educational offering. To the extent that COVID-19 restrictions allow, staff will be holding outreach events at places such as community centers, libraries, preschools, and daycare centers. Recruitment

plans include: Awareness - Initial Outreach - Website development, lead tracker from "More Info" via website, personal phone calls to all who sign up for interest, personal emails, IPS Extravaganza at HHS/RHS table, Info Sessions alternating between HHS and RHS (childcare and dinner provided), Flyer distribution at preschools, Social media introductions of K-8 leaders, School leaders presentations at The International Festival, Herron and Riverside Information Nights, IPS Innovation School Open House, HPA Information Night, Herron Winter Wonderland Event, Community Center Trunk or Treat Event, Virtual Info Sessions, and Social Media Build Up.

Community Relationship Building outreach plans include the following, as permitted under State COVID10 guidelines: Boys & Girls Clubs, Recreation Centers, Libraries, Community Centers, La Plaza/Centro Latina, Pediatric clinics, Children's Museum, and the Zoo.

In the winter of 2020, HPA will launch the following: Radio ads, Digital ads, Phone-a-thon, Open House, Application Nights, Present at neighborhood association meetings, Tabling, Yard Signs, canvassing, Winter break camp, New Family Events, Tours, Earned media - TV, print, radio, and Neighborhood Canvassing. In the Summer of 2021, Engagement/Retention Tactics include Orientation, Summer Engagement Events and Meet the Teachers Nights.

In year two, Herron Preparatory Academy will have its own Enrollment Director. Indianapolis Classical Schools' comply with all applicable laws and regulations that affect enrollment in an Indiana public charter school. Admissions practices are fully compliant with state law and applicable federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, or ancestry, or any other criteria that would be unlawful. In compliance with Charter School law in Indiana, current students and their siblings will have enrollment priority. Once enrollment has been conducted for current students and their siblings, the school will hold open enrollment for any student interested in attending. Students who are currently expelled from a previous school or have withdrawn to avoid expulsion from a previous school are not qualified for admission to an Indianapolis Classical School. Herron Preparatory Academy will enroll any eligible student who submits a timely application for enrollment through Enroll Indy.

6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.

All Indianapolis Classical Schools campuses participate in Enroll Indy. Their website can be found at http://enrollindy.org/onematch/policies/. The Enroll Indy system ensures that each school in the network is in compliance with all regulations for lottery requirements.

7. Provide an overview of how the charter school will meet the needs of educationally disadvantaged

students.

7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected & delinquent students.

Herron & Riverside high school's daily practices are fully compliant with applicable federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990. Additionally, Herron & Riverside fully implements Indiana's Article 7, McKinney-Vento Act amendments made via ESSA in 2016 & 2017, Title I Part C, and Title III.

Students with Disabilities: Special education students will have Individualized Education Plans (IEPs) in accordance with state and federal law. The resource team will ensure that all special education laws are being followed and that Herron Preparatory Academy is in compliance regarding IEPs, procedural safeguards, move-in conferences, case conferences, and all other special education services required by law. The resource team will expand as needed but will begin with at least one full time certified special education teacher. The team will also include part-time positions which will be contracted. These positions include a school psychologist, speech and language pathologist, physical therapist, and occupational therapist. The team will work in concert with the leadership team and families to make decisions regarding services for students through a case conference meeting. The team will continually review student progress and level of personalized goal attainment, and make adjustments to services after consulting with the leadership team and student's family. Herron Preparatory Academy embraces an inclusion model in which students with special needs are included in general education classrooms for all or most of the school day. Utilizing a conceptual framework of multi-tiered system of supports (MTSS), specially designed instruction, supplemental interventions, and accommodations are provided via a push-in model in which classes may be co-taught by a general education teacher and a special educator based on individual students' needs and established accommodations. Pre-teaching and reteaching will happen regularly during the differentiated instruction block as well as through push in services in the classroom. Related services such as occupational therapy and speech and language services are provided in a pull-out model. Students who need these therapies participate in individual or small group directed instruction in a separate setting with little interruption to their general education classes. Students are also served on a consultation basis as dictated by their individualized education plans.

Herron Preparatory Academy follows best practices for Child Find. Individual student progress is monitored school-wide on a weekly basis. Students who are struggling with their academics or experiencing behavioral issues are identified so that supports can be put in place as early as possible. School staff works collaboratively with parents and students to identify a potential need for special services. A student may be referred for a psycho-educational evaluation to determine if their needs

qualify for an IEP or 504 Plan. A case conference committee is convened to discuss and consider the results of the evaluation and to make a plan for the student. If the student's needs meet the eligibility criteria per Article 7, then an IEP is developed by the case conference committee. If the student's needs do not meet the criteria per Article 7 for an IEP, then the committee considers whether they meet the criteria for a 504 Plan. Consideration for services under a 504 Plan is drawn from multiple sources of information and most often includes medical data from the student's healthcare practitioners when the student has a temporary or long-term health issue or physical disability. If the student does not qualify for an IEP or a 504 Plan, the committee plans for how that student could best succeed in their general education curriculum and works with the classroom teacher to provide supports.

Herron Preparatory Academy will notify teachers of each student's accommodations using an electronic option in Power School. In addition, the resource team will meet with each teacher, and curriculum director, to review IEP implementation. Teachers are required to sign a document stating an awareness of the accommodations for every student on their roster. General education teachers correspond regularly throughout each day with resource staff and participate in case conferences in order to meet needs and track the daily progress of students in the general education classrooms. Progress toward IEP goals is gathered by special education teachers and reported on a schedule determined by each case conference committee. Depending on the goals, Herron Preparatory Academy may keep portfolios of academic work samples or note progress of students with social and emotional needs. The school's staff will carry out daily special education teaching, correspondence and recording keeping duties, and ensures that accommodations are being made in the general education classroom. The school contracts with Meridian Psychological Associates to conduct psycho-educational evaluations. The school contracts with other service providers to provide occupational therapy as well as speech and language therapy. School staff works closely with these service providers. Individual providers are contracted to provide occupational therapy services as well as speech and language services. These providers are typically teachers of service. They can be the teacher of record when they serve the area of disability. Service providers assist in writing goals in collaboration with the case conference committee and may chart goal progress.

EL Students : Based on data from WIDA, we will create individualized learning plans (ILPs) for each of our English language learners. These plans will include specific support tailored to that student's needs and will outline supports to be provided across both instruction and assessment. English learners will receive support from their classroom teacher through the ILP and the classroom teachers will receive support in the implementation of the ILP from the Director of Curriculum and Instruction, who will be the lead for EL services at launch. (Staffing for EL services will expand as needed.) This support will include professional development throughout the year as well as meeting to discuss best practices in implementing each student's ILP. English learners will also receive support through push in services during class time with a focus on reading and writing. The ILP and support plan for each student will also be shared with families. Herron Preparatory Academy will provide support to families by translating communications as well as providing translators during events such as back to school nights,

conferences, and school-sponsored social gatherings.

Low-income students: Indianapolis Classical Schools provides discounted/free supplies for students enrolled in the Free and Reduced lunch program. In addition to the school's program of Universal Supports, economically disadvantaged students may qualify for special education services.

Homeless Students: The network's Director of Counseling serves as the McKinney-Vento Liaison and monitors and addresses the special needs of homeless students. Supports may include connecting families to community service providers, crisis assistance services, food banks, housing assistance organizations, and health services. Additionally, Indianapolis Classical Schools provides laundry facilities and shower rooms for students in need. Indianapolis Classical Schools fully implements Indiana's Article 7, McKinney-Vento Act amendments made via ESSA in 2016 & 2017, Title I Part C, and Title III.

Delinquent Students: Truancy and delinquency will be closely monitored by the Assistant Head of School. Parents will be notified daily of absences that occur without a parent's note. Parents will meet with school staff to address chronic truancy. Chronically truant students whose parents are non-responsive to school outreach may receive home visits from school staff, and may also be evaluated as possibly neglected children requiring a notification to CPS.

- 8. Provide an overview of the community outreach activities.
 - 8a) Describe how parents and the community are involved in the planning and design of the charter school for a newly opening school.

The planning and design of Herron Preparatory Academy is based on the proven model of Indianapolis Classical Schools classical focus and liberal arts emphasis. From the founding of its first campus in 2006, Indianapolis Classical Schools has had parents of students and alumni serving on the board of directors and on all committees. Parent representation on the board is a requirement of the ICS Bylaws. Parents are also represented in the network's staffing and have influential roles in fulfilling the school's mission and Core Values, and in navigating the network's growth. Periodic school community surveys provide meaningful parent feedback. Through this feedback and involvement, parents have been instrumental in guiding the network to its decision to replicate and establish a K-8 school.

Prior to writing the charter for Herron Preparatory Academy, Indianapolis Classical Schools conducted a community survey of parents and stakeholders to measure support for a K-8 campus, determine what they valued most about Indianapolis Classical Schools model and therefore, what they wanted to see in the plan for a K-8. Data from this survey confirmed demand for an ICS K-8 and the priorities parents valued most. The prioritized reasons families chose an ICS school is relevant to how well the network is fulfilling its mission and Core Values. Academic rigor was the highest ranked 1st choice (56%). The 2nd highest choice was Diversity (25%) and at 3rd, Classical Liberal Arts programming, at the highest for 4th was School culture (22%). 85% of survey respondents said it was definite, extremely likely or likely that they would choose an ICS K-8. In choosing which grades to open the school with, community feedback indicated that the overwhelming majority (65%) of survey respondents said they would consider enrolling their student in an ICS K-8 at any grade level. 24% said they would enroll beginning with

kindergarten, and 14% and 11% would enroll at the 6th grade and 7th level.

Once a location is determined, ICS will invite current ICS parents with younger children to a member of the surrounding community to serve on our board of directors and/or serve in an advisory capacity for the planning year.

8b) For a school that is expanding or replicating, provide an overview and evidence of community outreach activities.

All Indianapolis Classical Schools help parents engage in their student's education by providing access to grades through PowerSchool, school communications, and special events, and engage parents through weekly newsletters, community surveys on various topics, electronic communications programs including 2,850 email alerts to families district-wide in 2019-2020. Additionally, faculty and staff regularly send personal emails to families. ICS has an active outreach parent focus groups and volunteer opportunities. Multiple parent information nights take place throughout the year on specific topics. Additionally, the network's bylaws require that at least one board member be a parent of an ICS student. Throughout its history, one or more parents of ICS students have consistently served on the board. This is a practice that will continue to be reflected as schools are added to the network. Indianapolis Classical Schools staff are active members in the community organizations in the neighborhoods where their schools are located. Additionally, ICS students and clubs partner with neighborhood and community organizations in service projects, as well as utilizing volunteer services from those neighborhood organizations service days.

9. Provide an overview of the fiscal management plan.

9a) Describe the internal controls over expenditures and how records will be maintained

The Fiduciary Committee is responsible for assisting the Board of Directors in ensuring that Indianapolis Classical Schools is in sound fiscal health. The work of the committee revolves around the following seven major areas:

- Ensure that accurate and complete financial records are maintained.
- 2. Ensure that accurate, timely, and meaningful financial statements are prepared and presented to the board.
- Help the full board understand the organization's financial affairs.
- Oversee financial planning.
- Review and recommend for board approval a budget that reflects the organization's goals and board policies.
- Ensure that the budget accurately reflects the needs, expenses, and revenue of the organization.
- Safeguard the organization's assets.
- Monitor and review the following, making recommendations for board action as necessary:
 - proposed debt obligations;
 - financial implications of major projects;

- o capital campaign financial management;
- o cash flow;
- o management of grants.
- o Ensure that the organization has the proper risk management provisions in place, including appropriate insurance coverage for the organization and for the board.
- Ensure compliance with federal, state, and other requirements related to the organization's finances.
- Maintain an appropriate level of accountability and responsibility to the board and organization.

The financial statements are reviewed by the Fiduciary Committee during each meeting, and they are subsequently approved by the entire Board of Directors. Other agenda items for meetings include, but are not limited to, review and approval of operating and capital budgets, annual audit and tax return, liquidity management strategies, compensation models, multi-year financial proformas, benefit plan changes, etc.

The day-to-day financial management is the responsibility of the Chief Financial Officer and the President. In addition, the Controller manages the day-to-day financial operations of the network and the HR/Payroll Coordinator is responsible for managing the payroll and benefit operations.

Indianapolis Classical Schools have proven over time that it is fiscally conservative and maintains reserves for unexpected contingencies. In difficult years, Indianapolis Classical Schools have been able to rely on its cash reserve to fund any operational deficits. The strategic growth plan has been developed to ensure that cash reserves are restored to adequate levels to not only address unexpected contingencies but to exceed the standards established through the performance framework. The budget will be consistently built with the goal of contributing to the cash reserve to be used for significant building repairs or unexpected financial liability in the future. In addition, the financial leadership of the school along with the Board of Directors will monitor financial statements on a monthly basis and will make adjustment to short-term and long-term plans to ensure that the financial goals and objectives are met.

Leadership manages the costs centers for specialized programs, such as special education and transportation, to ensure the needs of all students are met. These budgets consistently include contingency line items to ensure funds are available for unexpected expenses or liabilities. These budgets are monitored closely to make adjustments in the short-term and to ensure the programs are sustainable in the long-term.

9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant management.

All CSP funds and decisions will supervised by the President and Chief Financial Officer. The President and Chief Financial Officer created the budget. The leadership team and Chief Financial Officer will work together on all expenditures related to CSP funded materials and submission of receipts and

reimbursement activities with IDOE. All hiring of staff, recruitment activities, and technology purchases with CSP funds will be done by the head of school, and evaluation efforts will be led by the President. The Vice President, Academics, in collaboration with the Head of School and Director of Curriculum and Instruction will provide oversight to the program delivery and academic goal monitoring outlined in the grant through data analysis, classroom observations, and

9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant

CSP funds have primarily been marked for start-up activities and one-time curriculum purchasing, technology, and initial student consumables. Herron Preparatory Academy has requested staff funds staggered across the three years of the grant for one year each to get the program up and going. Per Herron Preparatory Academy's five-year budget, including general fund and per pupil funding, as well as the addition of enrollment dollars, all staff positions created by CSP efforts will be sustained pre and post CSP grant funding.

- 10. Provide an overview of the facilities to ensure they are safe, secure, and sustainable.
 - 10a) Describe the school's facility plan, including how the student enrollment and other available funding will meet the facility needs

A permanent facility has not yet been identified. The ICS board is currently working to secure a facility in the downtown or near-downtown region in reasonable proximity to the ICS high school campuses. (Please see the IFF report) The board is engaged in discussions with IPS and exploring other possible buildings to own or lease in the target area. The ICS board expects to secure a location by January 2021. Several options are being considered by the ICS board. Per their intentional and deliberate slow growth model, Indianapolis Classical Schools will spend considerable time and energy ensuring that campus is fully renovated and compliant prior to opening. The school's leadership will ensure a sufficient number of classrooms, administrative offices, gymnasium, cafeteria, parking, and storage space to support the target enrollment of 740 students when the campus is fully built out in year four. The results of the team's analysis indicates the permanent facility must provide 60-70,000 square feet.

10b) Describe how the charter school has considered the transportation needs of the school's students and provide an overview of the transportation plan

ICS is committed to implementing a transportation plan that ensures the school is open and accessible to all students. We intended to be located in an underserved neighborhood where many students may be within walking distance. For students living in other neighborhoods, Indianapolis Classical Schools will provide satellite buses at specified pick-up/drop-off zones. ICS will evaluate the enrollment demographics to determine the best locations for these zones and will contract with a private bussing company to provide the transportation. The network also anticipates that because of the generous extended before/after school supervision times, Herron Preparatory Academy will attract families who work downtown and would be transporting their children on the way to and from their place of

employment. ICS has intercampus transportation between high school campuses. This is to accommodate Riverside students who wish to take a class that isn't yet offered at their campus, and to add convenience to families of Riverside students who live nearer to the Herron High School campus. As Riverside grows and class offerings are expanded, there will be less demand on the intercampus bussing, making the network-owned busses more available to the K-8 population to supplement transportation needs as it grows.

Required Appendices	
A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion) -Any approved amendments to the charter application with the Authorizer - Signed charter contract between school and authorizer (if available)	Attached: 🖭
B) Budget worksheet (Cohort 4 Budget Sheet)	Attached: 🗹
C) 2018-2019 Expanded Annual Performance Report (if applicable) or most recent Found at compass.doe.in.gov > Accountability > Annual Performance Report or available on IN View	Attached: ☑ N/A: □
D) Proof of non-profit status of the governing board of the charter school or proof that the application for such status has been made. Please attach federal nonprofit designation of 501c(3)	Attached: 🔽
E) Enrollment or student admissions policy	Attached: 🔝
F) Agreement or contract between the charter school governing body and the management organization (if applicable)	Attached: □ N/A: x
G) School's discipline policy. Statute requires discipline policies that promote retention and reduce the overuse of discipline practices that remove students from the classroom	Attached:
H) School Safety Plan: Schools must attach their school safety plan. Evidence of submission to the State Board of Education must be submitted, in the form of the e-mail confirmation receipt upon submission.	Attached: ☑

2019 Annual Performance Report

1		Corporatio	n Results		State
Indicator	'15-'16	'16-'17	'17-'18	'18-'19	Total
Student Enrollment	763	827	861	889	1,141,247
Number of Certified Teachers	62	65	69	70	59,981
Teacher Salary Range - Minimum	\$27,994	\$28,700	\$37,800	\$29,330	\$35,024.11
Teacher Salary Range - Maximum	\$66,999	\$60,000	\$47,000	\$65,000	\$66,009.75
Number of Students in Special Education	99	83	103	94	177,462
Percent of Students in Special Education	13.0	10.0	12.0	10.6	16.2
Number of Students in Gifted and Talented Education	87	102	99	97	140,126
Percent of Students in Gifted and Talented Education	11.4	12.3	11.5	10.9	13.3
Number of Students Receiving Free or Reduced Lunches	267	266	316	307	540,272
Percent of Students Receiving Free or Reduced Price Lunches	35.0	32.2	36.7	34.5	48.8
Number of Limited English Proficiency Students	5	4	9	21	65,996
Percent of Limited English Proficiency Students	0.7	0.5	1.1	2.4	5.9
Percent of Students in Foster Care	N/A	N/A	0.0	0.22	1.97
Number of Students in Career and Technical Program	1			1	187,020
Percentage of Students in Career and Technical Program	0.13			0.11	20.88
Intra District Mobilty	0	0	. 0	0	C
Inter District Mobility	5.4	7.1	7.1	9.1	(
Graduation Rate	98.9	95.8	98.9		87.0
Number of Incidents of Restraint		0	0	0	9,766
Number of Incidents of Restriant Involving a School Resource Officer		N/A	0	0	1,12
Number of Incidents of Seclusion		0	0	0	8,01
Number of Incidents of Seclusion Involving a School Resource Officer		N/A	0	0	290

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

2019 Annual Performance Report

		School R	lesults		State
Indicator	'15-'16	'16-'17	'17-'18	'18-'19	Total
A-F Accountability Grade	Α	Α	Α	Α	
Student Enrollment	763	827	861	889	1,141,247
Non-Walver Grad Rate	97.80	95.83	98.40	94.74	76.47
College and Career Readiness Rate	68.89	69.50	72.60	N/A	
Number of Certified Teachers	62	65	69	70	59,981
Number of Students In Career and Technical Program	1			1	187,020
Percentage of Students in Career and Technical Program	0.13			0.11	53.2273
* Grade 10 Percent Passing ISTEP+/ ILEARN Math Standard	52.0	52.6	63.2	52.7	35.3
* Grade 10 Percent Passing ISTEP+/ ILEARN Language Arts Standard	85.4	82.6	88.4	84.2	62.4
* Grade 10 Percent Passing ISTEP+/ ILEARN Science Standard	78.0	88.1	24.0	68.7	38.6
Percent of Graduates Who Have Passsed Both ECA Standards	98.9	100.0	97.8		92.5
Percent of Graduates Granted Walvers	1.1	0.0	0,5		12.1
Number of graduates receiving Core 40 Diploma	177	152	185		67211
Percent Core 40 with Honors Diploma	69.4	64.6	68.8	67.5	39.
Percent Core 40 Diploma	98.3	94.4	99.5	100.0	90.
Pupil Enrollment to Certifled Employee Ratio	11.3	11	10.5	10.1	13.0
Graduation Rate	98.9	95.8	98.9	97.1	87.
Attendance Rate	96.3	96.4	95.4	95.9	95.
Number of Students with More Than 10 Unexcused Days Absent	17	10	11	14	76,15
Number of Students absent greater than 10% of School Year	45	43	67		8042
Number of Students Retained In the 9th Grade	2	0			
Number of Students Who Have Dropped Out	0				5,02
Number of Students Suspended	17	47	58	59	100,59
Number of Students Expelled	2	. 2	6	6	2,6

^{*} In 2018-19 Indiana transitioned to a new statewide assessment (ILEARN) for Grades 3-8. Therefore, results are not comparable to previous data.

2019 Annual Performance Report

	11788	State			
Indicator	'15-'16	'16-'17	'17-'18	'18-'19	Total
Number of Students Expelled or Suspended involving Drugs, Weapons, or Alcohol	5	10	7	11	6,269
Number of Out of School Suspensions	21	38	48	56	67,434
Number of In School Suspensions	1	11	23	11	52,06

^{*} In 2018-19 Indiana transitioned to a new statewide assessment (ILEARN) for Grades 3-8. Therefore, results are not comparable to previous data.

DEPARTMENT OF THE TREASURY

INTERNAL REVENUE SERVICE P. O. BOX 2508 CINCINNATI, OH 45201

Date: DEC 0 6 2005

HERRON HIGH SCHOOL INC C/O JOANNA BEATTY TAFT 1505 N DELAWARE INDIANAPOLIS, IN 46202 Employer Identification Number:
20-2010941
DLN:
17053097013035
Contact Person:
DAN W BERRY
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(11)

Yes
Effective Date of Exemption:
November 12, 2004
Contribution Deductibility:

Dear Applicant:

We are pleased to inform you that upon review of your application for tax. exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Lois G. Lerner Director, Exempt Organizations

Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

Tenika Holden-Flynn Ed.D

851 Golfview Dr. Apt B Carmel, IN 46032 Cell: 202-422-1328

Email: tenikaholden@yahoo.com

Profile

Education Administration & Policy ~Innovation ~Talent Development

Motivated, resourceful education professional with proven ability to: create and monitor policies and practices that promote organizations mission, vision, core values and objectives. Foster a performance culture by implementing and overseeing a system of performance measures and rewards that steers the organization towards the accomplishment of its mission. Ed.D in Education Administration and Policy

Educational Knowledge/Core Skills

Attendance and Grade Reports/Budgeting and Forecasting/Community and Corporate
Partnerships/Classroom Management/Curriculum Development and Implementation/Data
Analysis/NVivo/STATA/SPSS/ SQL/Extracurricular Involvement/Individual Education
Plans/Instructional Programming/Master Schedule/ Program Development/School Law/ Social
Emotional Learning/Student Centered Instruction/Team-Building/Training and Development/Trauma
Informed Practices

Certifications

- ~AASA/Howard University Urban Superintendents Academy Certification, Alexandria, VA
- ~District of Columbia School Administrator, Certification
- ~Maryland Advanced Professional Certificate, Administration I and II
- ~Graduate Certificate in Administration and Supervision, Johns Hopkins University Baltimore, MD
- ~Graduate Certificate in Advanced Methods for Differentiated Instruction and Inclusive Education, Johns Hopkins University, Baltimore, MD
- ~Graduate Certificate in Professional Teaching Standards, George Washington University, Washington, D.C.

Professional Honors and Affiliations

- ~ Board of Directors, Innovative Therapeutic Services, 2009-Present
- ~ Board of Directors, Beacon House Inc. Director of Data and Research 2016-Present
- ~Educational Testing Services Rater, School Leaders Licensure Assessment 2015-Present
- ~Indianapolis Public Schools, Certified Evaluation Steering Committee 2018-Present
- ~McGraw Hill Glencoe, Editor and Contributor, 2006- Present
- ~Member, Alpha Kappa Alpha Sorority Inc. General Member, 2000- Present
- ~ Member, National Alliance of Black School Educators (NABSE), 2009-Present
- ~Member, Kappa Delta Pi Theta Alpha Chapter, 2003-Present
- ~National Board for Professional Teaching Standards, Promoting Social Understanding, 2009

 Present
- ~Recipient, Dr. Faustine C. Jones-Wilson Endowed Scholarship, 2011
- ~Recipient, National Honor Roll, Outstanding American Teacher Award, 2005-2006

Education

Doctor of Educational Administration and Policy, Howard University, Washington, D.C. May 2017

Dissertation Topic, Sustainable Data Driven Professional Development: An Exploratory Survey of Principals

Master of Science in Educational Studies, Johns Hopkins University Baltimore, MD, May 2009 Bachelor of Science in Education, Integrated Social Studies, 7-12, Honors Youngstown State University, Youngstown, OH, May 2003

Bachelor of Arts Political Science, Minor in History, Honors, Youngstown State University, Youngstown, OH, May 2003

Presentations

Holden-Flynn, T. (November 2017) Moving Past the Sit and Get: Preparing Every Leader to Increase Student Achievement for every Student. University Council for Educational Administration, Denver Colorado

Holden-Flynn, T. (March 2014): Time Management: A focus on minimizing barriers to completing weekly tasks. Innovative Therapeutic Services Professional Learning Consortium, Laurel, Maryland.

Holden-Flynn, T; Sanders, M. (November 2011): Diagnosing the adaptive challenge. District of Columbia Public Schools Leadership Academy, Washington, D.C.

Holden-Flynn, T. (November 2009): Leading and Learning in Urban Schools. Howard University Educational Leadership and Policy Colloquium, Washington, D.C.

Professional Experience

Indianapolis Public Schools

Principal-George Buck Elementary School

July 2017- Present

Serve as chief administrator, develop and implement policies, programs, curriculum activities and budget in a manner that promotes the educational development of each student and the professional development of each staff member. Conceptualize and create broad goals for the school and plan accordingly to ensure that procedures and schedules are implemented to carry out the total school vision. Ensure the school program is compatible with legal, financial, and organizational structure of the school system. Define the responsibility and accountability of staff members and develop plans for interpreting the school program to the community. Provide activities that facilitate the professional growth of the school staff and enhance the quality of the instructional program. Create and manage the annual objectives for the instructional, extracurricular, and athletic programs of the school. Ensure instructional objectives for all subjects and classrooms are developed, and involve the faculty and other stakeholders in the development of specific curricular objectives to meet the needs of the school program. Evaluate student progress in the instructional program by maintaining up-to-date student data

- Increased 16 points on state report card in one school year
- Increased ELA growth points from 59.4 to 74.0 in one school year
- Increased Math growth points from 58.9 to 111.5 in one school year
- Decreased student suspensions by 10% in one school year by implementing trauma informed intervention
- Maintained in seat attendance average of 97%
- Maintained school budget of \$3,038,138.86

District of Columbia Public Schools

August 2015- July 2017

Director of Twilight Academy-Anacostia High School

Instructional leader for students in grades ninth through twelfth that are over age and under credit

Identified and enrolled students in the academy. Organized and facilitated orientation for parents, students and teachers. Organized, administered, supervised and evaluated all aspects of the instructional program. Ensured compliance with Office of Civil Rights regulation. Maintained instructional budget and performed overall school administrative functions. Responsible for all aspects of student life ensured matriculation, progress and graduation of students. Coordinated positive behavior intervention system and college and career plans.

- Increased student graduation rate by 30%
- Increased student enrollment by 45%
- Increased student average daily attendance by 10%
- Eliminated 21 prior Office of Civil Rights cases
- Maintained instructional budget of \$855,635.00

Tree of Life Community Public Charter School Principal

August 2012- July 2015

Instructional leader for grades Prekindergarten through eighth grade ensured academic success for all students. Organized, administered, supervised and evaluated all aspects of the instructional program for the school. Evaluated instructional and non-instructional staff managed day-to-day operations of the school. Responsible for ensuring the Performance Management Framework goals were met. Maintained instructional budget and performed overall school administrative functions. Lead the planning, administering and monitoring of school improvement activities. Responsible for all aspects of student life ensured matriculation, progress and promotion of students. Coordinated positive behavior intervention system.

- Increased performance management framework from work score from tier 3 to tier 2
- Increased Education Secondary Elementary Education Act classification category from priority to rising in one school year
- Increased DC CAS Reading scores by 8.8% in one school year
- Maintained in seat attendance average of 95%
- Maintained instructional budget of \$531,721.00

Maryland State Department of Education

Spring-2014

Internship-Division of Curriculum, Assessment and Accountability

Focused on implementation of Partnership for Assessment of Readiness for College Carcers (PARCC) in the areas of curriculum, assessment, teacher professional development and instructional programs; Collected data on implementation analyzed and interpreted data to assist with school improvement for grades pre-kindergarten through twelve and to make recommendations to the State Superintendent and State Board of Education

- Collaborated and worked directly with Maryland State lead for PARCC
- Collaborated and worked directly with PARCC Accessibility, Accommodations and Fairness Operational Working Group
- Collaborated and worked directly with PARCC Educator Cadre Professional Development Management Team
- Collaborated and worked directly with PARCC Test Administration Management Team
- Collaborated and work directly with PARCC Technology Operational Working Group
- Piloted PARCC model content frameworks at school
- Organized and implemented PARCC field test at school
- Present PARCC data and analysis to DC State Board of Education

District of Columbia Public Schools

2009-2012

Assistant Principal - Spingarn Senior High School

Organized and directed the overall activities for 500 students and 70 staff members. Scope of the position included staff recruitment, retention and evaluation; curriculum and instruction development; creation and implementation of school improvement plan; creation of master schedule; management of school improvement funds and school transformation process; fiscal management; record and administration organization and maintenance; student discipline; program initiatives; team building; shared decision making; school values promotion; advisory council coordination; and creation of a safe, orderly, respectful and fair environment

- Increased student average daily attendance by 14% over a two-year period by implementing an incentive based program
- Increased parent participation by 20% over two years by organizing community walks and parenting wisely workshops
- Reduced student suspensions by 27% over two years by increasing parent involvement.
- Increased 30% of 9th & 10th grade students' grade level reading proficiency by two grade levels during the 2010-2011 SY by increasing students' instruction time

Prince George's County Public School District Assistant Principal Intern - Charles Herbert Flowers High School

2008-2009

- Developed the perspective of a school district as a system by implementing student learning as the focus of everyone and removing any distractions that interfered
- Developed skills needed for analyzing school systems by conducting surveys of other similar systems to strategically improve district performance
- Expanded and applied knowledge skills and dispositions of an educational leader consistent with the ELCC and ISLLC Standards by emphasizing high expectations and accountability for all adults, supporting effective use of data and establishing clear and collaborative relationships
- Applied leadership concepts and processes such as organizational change to real life situations by restructuring the collaborative lesson planning process

Prince George's County Public School District

2004-2009

Social Studies Teacher; Saturday School Site Coordinator; Class of 2010 Sponsor; Curriculum Writer - Charles Herbert Flowers High School

- Student passing rate of 92% on Maryland Local State and Government National High School Assessment
- Implemented innovative instructional plans (community resources, case studies, simulations,
- field trips, computer instruction)
- Lead and actively participated in team instructional and co-curricular planning as content team leader
- Created and coordinated Saturday program, supervised teachers and regulated enrollment, instruction and completion of the program for students that were recommended for behavior intervention
- Lead the class of 2010 in a fundraising effort that accumulated \$80,000 over a three-year period, prepared the class of 2010 for senior year responsibilities, organized class trips, solicited parent involvement
- Wrote curricula and prepared supplemental teaching materials for Prince George's County Social Studies teachers

2019 Annual Performance Report

		Corporation	Results		State
indicator	'15-'16	'16-'17	'17-'18	'18-'19	Total
Student Enrollment	763	827	861	889	1,141,247
Number of Certified Teachers	62	65	69	70	59,981
Feacher Salary Range - Minimum	\$27,994	\$28,700	\$37,800	\$29,330	\$35,024.11
Teacher Salary Range - Maximum	\$66,999	\$60,000	\$47,000	\$65,000	\$66,009.75
Number of Students in Special Education	99	83	103	94	177,462
Percent of Students In Special Education	13.0	10.0	12.0	10.6	16.2
Number of Students In Gifted and Talented	87	102	99	97	140,126
Percent of Students in Gifted and Talented	11.4	12.3	11.5	10.9	13.3
Number of Students Receiving Free or Reduced Lunches	267	266	316	307	540,272
Percent of Students Receiving Free or Reduced Price Lunches	35.0	32.2	36.7	34.5	48.8
Number of Limited English Proficiency Students	5	4	9	21	65,996
Percent of Limited English Proficiency Students	0.7	0.5	1.1	2.4	5.9
Percent of Students in Foster Care	N/A	N/A	0.0	0.22	1.97
Number of Students in Career and Technical Program	1			1	187,020
Percentage of Students in Career and Technical Program	0.13			0.11	20.88
Intra District Mobilty	0	0	0	0	(
Inter District Mobility	5.4	7.1	7.1	9.1	
Graduation Rate	98.9	95.8	98.9		87.0
Number of Incidents of Restraint		0	0	0	9,76
Number of Incidents of Restriant Involving a School Resource Officer		N/A	0		1,12
Number of Incidents of Seclusion		0	0	0	8,01
Number of Incidents of Seclusion Involving a School Resource Officer	Ì	N/A	. 0	0	29

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

Sean R. Henseleit



3805 East 62nd Street Indianapolis, IN 46220 Cell (765) 277-0044 Email: seanrhenseleit@gmail.com

Sean R. Henseleit

OBJECTIVE

To serve an educational community that celebrates diversity and empowers students to be lifelong learners.

EDUCATION

Butler University 2002-2006

Indianapolis, IN

Bachelor of Science in Elementary Education

May 2006

Minor in Spanish

January 2013-December 2014

Butler University

Indianapolis, IN

Master of Science in Educational Administration

December 2014

CERTIFICATION

Indiana Proficient Practitioner's License Primary and Intermediate Generalist June 2013

Indiana Building Level Administrator License

January 2017

EXPERIENCE

July 2018-Present

Director of Academic Accountability-Indianapolis Classical Schools

- Collaborating with other members of the academic leadership team to develop and implement systems to successfully prepare students for assessments required for graduation by the state of Indiana.
- Coordinating the administration of the assessments required for graduation by the state of Indiana.
- Analyzing student data to provide periodic reports to senior leadership regarding students' individual accountability progress as well as the school's accountability progress.
- Serving as the Corporation Test Coordinator ensuring all legal and administrative best practices are followed.
- Monitoring legislative activity as it relates to state testing requirements.
- Creating and delivering required training for state test administration.
- Coordinates annual NWEA testing for the freshman & sophomore classes.
- Serving as the network's Advanced Placement Coordinator.
- Serving as the English Language Learner Coordinator for the network.

August 2016-June 2018

Assistant Principal-Lantern Road Elementary-Hamilton Southeastern Schools

- Leading day to day school operations
- Mentoring teachers
- Facilitating curriculum and data conversations with teams of educators.
- Analyzing data to make instructional and curricular decisions.
- Planning and leading professional development opportunities for teachers.
- Training teachers on the use of RTI interventions such as LLI.
- Compiling data using Microsoft Excel and other systems.

Overseeing and planning school wide testing

August 2015-August 2016

Instructional Coach-Hamilton Southeastern Schools Grades K-4

- Coaching teachers in teaching literacy through Reading Workshop, Writing Workshop, and The Project Approach.
- Coaching teachers in math instruction through Balanced Math.
- Leading conversations on educational beliefs.
- Compiling data using Microsoft Excel and other systems.
- Analyzing data to make instructional and curricular decisions.
- Facilitating curriculum and data conversations with teams of educators.
- Attending workshops with district consultants and experts in literacy and math.
- Planning and leading professional development opportunities for teachers.

June 2011-August 2015

Instructional Coach-MSD Lawrence Township Grades K-6

- Coaching teachers in teaching literacy through Reading Workshop, Writing Workshop, and The Project Approach.
- Coaching teachers in math instruction through <u>The Five Easy Steps to a Balanced</u> Math Program and the Developing Math Concepts series.
- Leading district wide curriculum teams to develop curriculum and assessments.
- Compiling data using Microsoft Excel and other systems.
- Analyzing data to make instructional and curricular decisions.
- Facilitating curriculum and data conversations with teams of educators.
- Attending workshops with district consultants and experts in literacy and math.
- Planning and leading professional development opportunities for teachers.

August 2006-June 2011

Teacher-Winding Ridge School of Inquiry and the Arts-MSD Lawrence Township-1st and 3rd Grade

- Taught literacy through Reading Workshop, Writing Workshop, and The Project Approach.
- Taught math through The Five Easy Steps Framework.
- Mentored 2 student teachers and multiple practicum students in the areas of curriculum, instruction, and behavior management.
- Facilitated a professional learning community.
- Attended trainings in equity work, the project approach, instructional strategies, and leadership strategies.
- Mentored colleagues in the areas of instruction, behavior management, classroom management, and technology.
- Collaborated with another teacher in a team-teaching model.

REFERENCES

Dr. Jan Combs Assistant Superintendent Hamilton Southeastern Schools 317-594-4100 jcombs@hse.k12.in.us

Ms. Jenny Dickerson Teacher Development Specialist Hamilton Southeastern Schools 773-372-5423

jsdickerson@hse.k12.in.us

Dr. Denna Renbarger Retired Assistant Superintendent of Schools, MSD Lawrence Township 317-617-1712

Mrs. Kim Denton Instructional Coach Fairfax County Schools 317-965-1224 khdenton@fcps.edu

Dr. Jill Jay Director of Butler University's EPPSP 317-940-9501 jjay@butler.edu

Ms. Trice Black Assistant Principal Durbin Elementary School 317-496-6442 tblack@hse.k12.in.us

Ms. Nicole Deckard Teacher, Lantern Road Elementary Hamilton Southeastern Schools 317-698-7973 ndeckard@hse.k12.in.us

Ms. Kim Brown
Principal, Crestview School of
Communications
317-964-4285
kimberlybrown@msdlt.k12.in.us



INDIANAPOLIS CLASSICAL SCHOOLS:

BELIEVES THAT EVERY STUDENT IS A SCHOLAR

Demonstrated by:

- A. Teachers' respect for and engagement with students in the learning process
- B. Teachers' belief in students and what they are capable of achieving
- C. Faculty and staff devotion to helping student growth
- D. Shared belief that students are capable of reflective dialogue, critical reasoning, and engaging in meaningful interactions that promote a life-time of learning

ENGAGES IN AN URBAN COMMUNITY

Demonstrated by:

- A. Promoting the interweaving of family, school, and city and broadening of worldview
- B. The ICS community identifying its role in the larger urban context
- C. Fostering meaningful connection to local and cultural resources
- D. Valuing of diversity

ADVANCES TIMELESS IDEAS AND CONTENT

Demonstrated by:

- A. Unchanging, timeless, essential issues and ideas that move through all subjects, that transcend cultures and geography, that inform humankind and, in fact, make us human
- B. Embracing a classical curriculum which fosters a love of learning and understanding and the belief that members of the ICS community are accessing and contributing to a rich heritage of ideas
- C. Belief that accountability to state, national, and global standards is helpful in validating the value of the classical approach

BUILDS A CULTURE OF RESPECT AND TRUST THROUGH RELATIONSHIPS WITH PEOPLE AND IDEAS

Demonstrated by:

- A. A community of learners in which trust comes first
- B. An understanding and respect for authority
- C. Teachers sharing with students their love for their subjects and ideas
- D. Students viewed as meaningful contributors, not products to be processed
- E. A high value placed on collaboration
- F. Investment in professional development

SERVES AS A CATALYST FOR RENEWAL

Demonstrated by:

- A. Students, as beneficiaries of high expectations, a classical, liberal-arts curriculum, and caring relationships, mature into informed citizens who are prepared to contribute and succeed
- B. Creation of a new archetype of successful, urban secondary education
- C. Contributing to the vibrancy and livability of urban neighborhoods

Year ending in Year	
¥	
2020 0 FY20	
2021 1 FY21	
2022 FY22	
2023 FY23	

Year ending in Year	2020 0 FY20	2021 1 FY21	2022 FY22	2023 3 FY23	2024 4 FY24	2025 FY25
Title		\(\)	Y2	3	Y4	5
Dank of Bohool	1.0	1.0	1.0	1.0	1.0	1.0
Director Curriculum & Instruction	1.0	1,0	1.0	1.0	1.0	1.0
Instructional Specialists		2.0	2.0	2.0	2.0	2.0
Don of Students				1.0	1.0	1.0
Social Worker		1.0	1.0	1.0	1.0	1.0
A Louis Constitution	10	1.0	1.0	1.0	1.0	1.0
Student Services Coordinator	-			1.0	1.0	1.0
Director, Enrollment			1.0	1.0	1.0	7.0
Director, Operations					1.0	
Security Specialist				1.0	1.0	ē
La Compace Cohorage			,		,	
Kindemarten Teachers		2.0	3.0	3.0	3.0	3.0
det Grade Teachers		2.0	2.0	3.0	3.0	3.0
2nd Grade Teachers		2.0	2.0	2.0	3.0	3.0
and Oracle Teachers	,		2.0	2.0	2.0	3.0
Ath Grade Teachers				2.0	2.0	2.0
att Orado Teachera					2.0	2.0
			5.0	5.0	5.0	5.0
7th Grade Teachers	,	1		5.0	5,0	5.0
oth Code Teachers		1			5.0	5.0
oth Glade Leadings						
Special Education Teachers		1.0	1.0	2.0	3.0	3.0
Openial Children Teachers		1.0	1.0	2.0	3.0	3.0
Related Studies Teachers	1	1.0	1.0	2,0	3,0	3.0
		1	,	,		
Claseroom Assistants	,	3.0	3.0	4.0	5.0	5.0
Resource Assistants			1.0	1.0	1.0	1.0
Media Specialist		,	1	1.0	1.0	1.0
Michigan Characteristics		,	,	,		,
		1				







Enrollment Policy

Indianapolis Classical Schools, including Herron High School and Riverside High School, does not discriminate on the basis of race, color, gender, sex, gender identity, disability, religion, ancestry, national or ethnic origin, or any characteristic that is legally protected under applicable local, state or federal law in the administration of its educational policies, behavior policies, admissions policies, scholarship and loan programs, food service and athletic or other school-administered programs.

GENERAL ENROLLMENT POLICIES

Indianapolis Classical Schools' student enrollment is diverse and multicultural in scope. Enrollment is open to any student in the state of Indiana. Any child who is qualified under Indiana law for admission to a public high school is qualified for admission to an Indianapolis Classical School. Students who are currently expelled from a previous school or have withdrawn to avoid expulsion from a previous school are not qualified for admission to an Indianapolis Classical School.

Indianapolis Classical Schools comply with all applicable laws and regulations that affect enrollment in an Indiana public charter school.

TIMELINE FOR INCOMING FRESHMEN

Indianapolis Classical Schools uses the Enroll Indy OneMatch system to fill open spots in the freshmen class each fall. Students applying for 9th grade fill out an application during the open enrollment periods and are entered into a lottery to receive a spot.

The OneMatch process will consist of three lottery rounds. The application timeline is as follows:

- Round One Begins November 15, 2017
 - Deadline January 15, 2018
 - Results Released February 15, 2018
- Round Two Begins January 16, 2018
 - Deadline April 15, 2018
 - Results Released May, 2018
- Round Three Begins April 16, 2018
 - O Deadline June 15, 2018
 - Results Released June 30, 2018

TRANSFER STUDENTS

Students who wish to transfer to an Indianapolis Classical School will submit an application through Enroll Indy. Applicants will be offered a seat on a first-come, first-served basis.

APPLICATION SUBMISSION

Applications for enrollment can only be completed online. Indianapolis Classical Schools has computer stations located at each high school for families needing help with the enrollment process.

SECURING A SEAT

Within 30 days, applicants for 9th grade need to complete the "Next Steps" listed in the OneMatch portal. Families who do not complete the next steps within 30 days, will default their spot, and those seats will be opened for the next round of enrollment.

In addition, the following items are due within 30 days of the match:

- Grade reports from 6th, 7th and 8th grades
- Attendance reports
- · Disciplinary reports
- Middle school ISTEP or related standardized testing scores
- Copy of Birth certificate
- Immunization records

The following items are due prior to the start of school:

REGISTRATION FORMS:

- General Registration/Demographics Form
- Medical/Emergency Form
- Photograph/Media and Field Trip Permission Form
- Automated Communication Form
- Health Clinic Forms, if applicable

If a student has received Special Education services, Indianapolis Classical Schools request his/her most recent IEP or 504 and current (within 3 years) psycho-educational evaluation so our resource department can begin planning accommodations.

Only applicants who have provided all of the required documents listed above will be considered to have completed the enrollment process. An applicant with any missing materials may forfeit his/her spot to the next applicant in the lottery. The above requirements may be waived for students who are homeless and qualify for services under the McKinney-Vento Act or children of migratory workers.

All accepted incoming freshman students must also submit his/her final 8th grade transcript demonstrating he/she has been promoted to the 9th grade, or, in the case of a transfer student, to the next grade by June 30th in order to secure his/her spot in the fall class or within two weeks of notification of enrollment if the date of notification falls after June 30.

Applicants who are transferring must submit the following items within two weeks of obtaining their seat:

- Official transcript
- Attendance reports
- Disciplinary reports
- ISTEP or related standardized testing scores
- Copy of Birth certificate
- Immunization records

PREFERENCES

Siblings of students from any of the Indianapolis Classical Schools are given preference during the Open Enrollment periods, as are children of Indianapolis Classical Schools board members, faculty and staff. Applicants who live within the boundary zone for each Indianapolis Classical School also have preference.

RETURNING STUDENTS: ANNUAL REGISTRATION FORM REQUIREMENT

Students enrolled in and attending an Indianapolis Classical School, who are in good standing, are eligible for re-enrollment the following school year and are not required to go through the application or lottery process. However, returning students must fill out all annual registration forms including the *Intent to re-enroll* form by March 15 or by the date specified each year if different.

Certain exceptions to these requirements may be permitted by Federal law if the enrolling student is considered homeless under the definitions described in the McKinney-Vento Homeless Assistance Act of 1987.

EXPULSIONS

Students who are currently expelled from a previous school or have withdrawn to avoid expulsion from a previous school are not qualified for admission to Indianapolis Classical Schools. Students expelled from Herron High School or Riverside High School are not eligible to re-apply for admission until the expulsion period has been completed. Students who have completed an expulsion period must re-apply for admission and are subject to all enrollment policies established for new incoming families. Indianapolis Classical Schools do not accept students who have been expelled by another school until their expulsion period has expired.

WITHDRAWALS

Students who withdraw Indianapolis Classical Schools during the school year must reapply for admission and are subject to the procedures outlined above for new incoming students.

WAITLIST

There are no waitlists within the Enroll Indy system. Students are matched with one school they have listed on their application.

Revised 12/8/17

ICS Discipline Policy

All Indianapolis Classical Schools strive to maintain a culture of high expectations, academic integrity, orderly conduct, and respect for self and others. The disciplinary structure is designed to support this culture and is emphasized to parents and students through the school's Universal Behavior Policies and the Parent/Student Handbook. To maintain an appropriate school culture, behavioral expectations are clearly and consistently defined. Consistency is reinforced through classroom routines, well-defined and universal responses to student behavior, and pedagogical techniques. Positive reinforcement strategies are used to encourage and reward appropriate behavior. As a result, Indianapolis Classical Schools has experienced few serious infractions warranting extended suspensions or expulsions.

ICS supports research based non punitive school discipline. We believe that keeping our students in school will support us in accelerating their academic growth. Research based non punitive resources that will be used to reach this goal are: Social Emotional Learning support that will teach students how to recognize what they are feeling, why and strategies they can use to remain focused on academics. Code switching: We will teach students what school appropriate behavior looks like and sounds like. We will help students identify appropriate behavior for all settings. We will also utilize restorative justice to teach students to be accountable for their actions and repair relationships with individuals they have offended.

Indianapolis Classical Schools Universal Behavior Policy

At all times, Indianapolis Classical Schools students will:

- Show respect for people, property, and the learning process.
- · Be in correct uniform.
- Use school-appropriate and responsible language
- Remain awake, alert, and engaged in class.
- Come to class on time and prepared to learn
- Come to class without food, candy, gum, or beverages.
- Come to class without cell phones or other unauthorized electronic devices.

ACADEMIC HABITS

In order to build and support academic discipline that is appropriate for a classical, liberal arts high school education, Herron High School students will continuously understand, demonstrate and appreciate the value and necessity of:

- THE CULTURE OF QUIET
- TIMELINESS
- LEARNING READINESS
- CONTINUOUS LEARNING

ALL-HAZARD EMERGENCY PLANS

2018-2019

		3
•	Fire: Non-Fire/Bomb:	5
•	Non-Fire/Bomb:	6
•		
•		
	Tornado:	17
•		
•		
	Controlled Release on School Property. Remote Evacuation/Family Reunification:	26
-	Remote Evacuation/Family Reunification. O Harrison Center:	31
	O WFYI:	37
	Unruly/Disruptive Persons:	- 42
	 Death of Student/Staff Member. Incident Command Organizational Assignments: 	- 50

EVACUATION PROTOCOLS FOR:

- Fire
- Non-Fire/Bomb
- Building-to-Building

Evacuation Protocol for Fire/Remote Location

Alert Signal: Fire Alarm

If requested by the Incident Commander, assist with any/all of the following actions as appropriate.

Safety Response:

1. If activated by Incident Commander:

a. Call 911 and request fire department and law enforcement response.

2. Take your Evacuation Kit and evacuate to the chosen evacuation site. (see diagram below)

3. If there is smoke, have everyone keep their heads low and hold cloth over their nose and mouth, even if it's just their shirt.

4. Test door handle for heat. If it's hot, do not open the door! Use an alternative exit path.

5. Meet staff assigned to sweep the facility outside the South Exit/16th Street for report on students and adults who may not have been able to evacuate: there will be students that need assistance in evacuating!

6. If you are unable to exit due to a fire blocking your path and have no other options:

Return to your class room and close door.

- b. Use tape to seal the door and place a blanket or coat (preferably wet) at the base of the door.
- c. Alert outside help.

d. Open windows.

e. Have students line up on the floor near the windows.

7. Incident Command Post: Talbot Street, east of Russell exit

a. Meet all officers and chiefs:

b. Document all events and actions taken.

c. The first responding public safety official: advise him/her of the situation, emergency evacuation kits and their contents.

Direct First Responders to Knox Box for master keys.

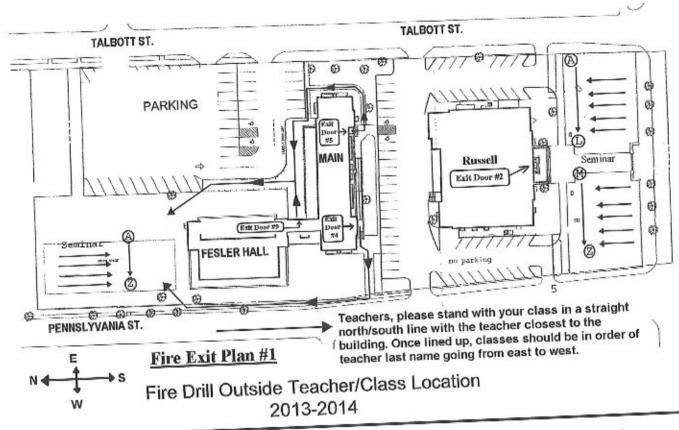
- ii. Provide extra set(s) of master keys to a properly identified public safety official if needed. Make a record of who the keys are issued to.
- iii. Remain at the Command Post with safety official establish Unified Command.
- iv. If needed/appropriate, move the Command Post to another location or to a Remote Evacuation site.

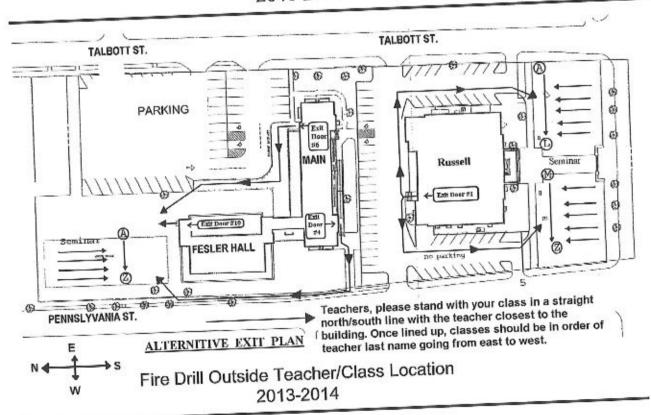
Appraise the situation: Make an appropriate plan & assign tasks.

Move with the students and staff to the selected evacuation site if appropriate.

9. Implement the Media Protocol with PIO and establish Media staging area.

10. Once the situation is resolved, assist with Reverse Evacuation or Family Reunification Protocol if necessary.





Evacuation Protocol for Non-Fire/Bomb

0.2	ignal: P.A "All staff will initiate a Non-Fire Emergency Evacuation in effect at this
Alert S	racuate to sitelocated at" (Repeat)
Safety	Response:
1.	Send the EVAC Sweep Team prior to issuing the evacuation. Please sweep all routes
1.	and evacuation sight!
2.	Evacuation Route and Site Sweep Team:
۷.	a. Russell - Harris, Cutsinger, Klinger, Westerfeld
	b. Fesler – Beale, Lalioff, Porter
	Main - Renwick, Gilchrist
	d. Staff Count - Beale, Klinger (on/off site)
	To a how Coordinator - West, Culsinger
	Command I McNeal Harris, Lalioff, Porter
	- a True to concert then issue all cyacuation.
3.	
4.	. AAA TI 1/III CA DAA OTO DOI 30 IF O SUIDOI UNA TO W
	High School at 110 E. 16 St. We are not all 115 states of the site. Send Police & Fire support immediately. We are in Emergency Evacuation
	the site. Send Police & Fite support introduction to
	because We are evacuating to"
5.	Take your Evacuation Kit and evacuate to the evacuation site. Take your Evacuation Kit and evacuate to the evacuation site. Incident Commander and Sweep Team will meet outside the South Exit/16 th St. for
6.	Incident Commander and Sweep Team will most outside to evacuate: there will be

- report on students and adults who may not have been able to evacuate: there will be students that will need assistance in evacuating!

 7. Report any concerns to the Incident Commander.
- 8. Remain at the Command Post unless you need to check with teachers and/or students.
- Continuously appraise the safety of the situation. Make appropriate recommendations to the Incident Commander and other staff leaders.
- 10. Assist with Reverse Evacuation or Family Reunification Protocol if appropriate.

When all danger is over:

Continue with your responsibilities until your services are no longer needed and all actions have been properly documented.

Before leaving the incident, report everything you have done to the Incident Commander and sign out.

Be continuously mindful of the safety of the actions being taken. **YOU** have the authority to stop any action that appears unsafe for anyone in the school community.

Evacuate Building to Building

Alert Signal: P.A. - "All staff will initiate a building to building evacuation at this time. Staff and students will now evacuate from building to building." (Repeat)

Safety Response: as stated below

From Russell to Main /Fesler:

Basement:

004-Go up West stairs, keep right and exit door #2; take Penn. St. sidewalk to Main entrance #4 007-Go up West stairs, keep right and exit door #2; take Penn. St. sidewalk to Main entrance #4 008-Go up West stairs, keep right and exit door #2; take Penn. St. sidewalk to Main entrance #4 012-Go up West stairs, keep right and exit door #2; take Penn. St. sidewalk to Main entrance #4 017-Go up East stairs, keep left and exit door #2; take Talbot St. sidewalk to Fesler entrance #9 018-Go up East stairs, keep left and exit door #2; take Talbot St. sidewalk to Fesler entrance #9 019-Go up East stairs, keep left and exit door #2; take Talbot St. sidewalk to Fesler entrance #9 020-Go up East stairs, keep left and exit door #2; take Talbot St. sidewalk to Fesler entrance #9

First Floor:

101-Exit door #1; cross lot to Main entrance #4 106-Exit door #1; cross lot to Main entrance #4

107-Exit door #1; cross lot to Main entrance #4

108-Exit door #1; cross lot to Main entrance #4

109-Exit door #1; cross lot to Main entrance #4

111-Exit door #1; cross lot to Main entrance #4

112-Keep left and exit door #2; take Talbot St. sidewalk to Fesler entrance #9

113-Keep left and exit door #2; take Talbot St. sidewalk to Fesler entrance #9 114-Keep left and exit door #2; take Talbot St. sidewalk to Fesler entrance #9

117-Keep left and exit door #2; take Talbot St. sidewalk to Fesler entrance #9

118-Keep right and exit door #2; take Penn. St. sidewalk to Main entrance #4

119-Keep right and exit door #2; take Penn. St. sidewalk to Main entrance #4

120-Exit door #1; cross lot to Main entrance #5

127-Exit door #1; cross lot to Main entrance #5

128-Exit door #1; cross lot to Main entrance #5

129-Exit door #1; cross lot to Main entrance #5

Second Floor:

202-Go to first floor using West stairs; exit door #1; cross lot to Main entrance #5 204-Go to first floor using West stairs; exit door #1; cross lot to Main entrance #5 212-Go to first floor using West stairs; exit door #1; cross lot to Main entrance #5 213-Go to first floor using West stairs; exit door #2; cross lot to Main entrance #9 214-Go to first floor using West stairs; exit door #2; cross lot to Main entrance #9 216-Go to first floor using East stairs; exit door #2; cross lot to Main entrance #9 217-Go to first floor using East stairs; exit door #2; cross lot to Main entrance #9 218-Go to first floor using East stairs; exit door #2; cross lot to Main entrance #9 219-Go to first floor using East stairs; exit door #1; cross lot to Main entrance #5 224-Go to first floor; exit door #1; cross lot to Main entrance #5

From Main to Russell:

Main Basement:

038-Go up West stairs; exit door #4; cross lot to Russell entrance #1 036-Go up West stairs; exit door #4; cross lot to Russell entrance #1 034-Go up East stairs; exit door #5; cross lot to Russell entrance #1 032-Go up East stairs; exit door #5; cross lot to Russell entrance #1 031-Go up East stairs; exit door #5; cross lot to Russell entrance #1 030-Go up East stairs; exit door #5; cross lot to Russell entrance #1 035-Go up East stairs; exit door #5; cross lot to Russell entrance #1

Main First Floor:

134-Exit door #4; cross lot to Russell entrance #1 136-Exit door #4; cross lot to Russell entrance #1 140-Exit door #4; cross lot to Russell entrance #1 141-Exit door #4; cross lot to Russell entrance #1 130-Exit door #5; cross lot to Russell entrance #1 132-Exit door #5; cross lot to Russell entrance #1 133-Exit door #5; cross lot to Russell entrance #1

Main Second Floor:

234-Go down West stairs; exit door #4; cross lot to Russell entrance #1 236-Go down West stairs; exit door #4; cross lot to Russell entrance #1 241-Go down West stairs; exit door #4; cross lot to Russell entrance #1 243-Go down West stairs; exit door #4; cross lot to Russell entrance #1 232-Go down East stairs; exit door #5; cross lot to Russell entrance #1 230-Go down East stairs; exit door #5; cross lot to Russell entrance #1

From Fesler to Russell:

Cafeteria/Health/PE Classes -Go up North stairs; exit door #10; use Talbott St. sidewalk to go to Russell entrance #2

151-Go down South stairs; exit door #9; use Talbott St. sidewalk to go to Russell entrance #2 153-Go down South stairs; exit door #9; use Talbott St. sidewalk to go to Russell entrance #2 155-Go down South stairs; exit door #9; use Talbott St. sidewalk to go to Russell entrance #2 157-Go down North stairs; exit door #10; use Talbott St. sidewalk to go to Russell entrance #2

251-Go down South stairs; exit door #9; use Talbott St. sidewalk to go to Russell entrance #2 253-Go down South stairs; exit door #9; use Talbott St. sidewalk to go to Russell entrance #2 255-Go down North stairs; exit door #10; use Talbott St. sidewalk to go to Russell entrance #2 257-Go down North stairs; exit door #10; use Talbott St. sidewalk to go to Russell entrance #2

Where to go:

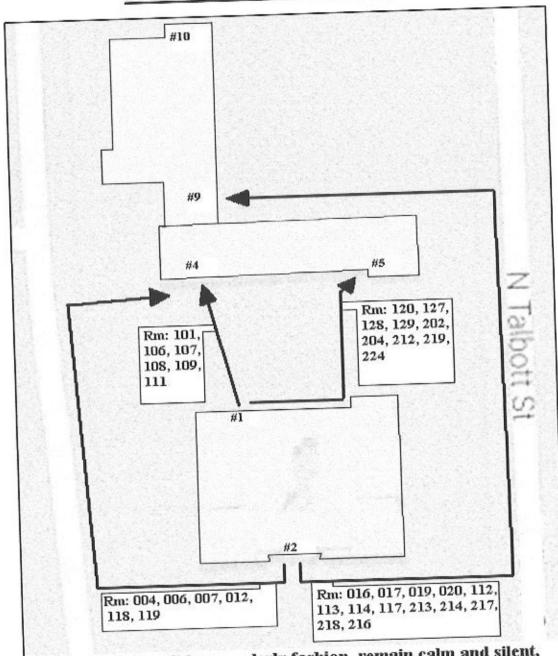
- Each class will exit in an orderly fashion, remain calm and silent, and listen carefully to instructions as they are announced.
- As each class arrives at their determined door, they will be directed on where to proceed.
- First arrivals will be directed to the basement to line up along the hallways until full.
- When the basement is full, students will be directed to the second floor to line up along the hallways.
- When the second floor is at full capacity, the remaining students will line up along the first floor hallways.

Teachers and staff: it is your job to keep the students silent throughout the process so that instructions may be heard clearly. When evacuating to Russell, the students may become restless and anxious because they will be packed in with very little personal space. Assure them that it will only be for a short time and to remain patient.

Sweep Team: as each floor is evacuated, check restrooms, classrooms, and any other rooms a student could be. Radio an "All Clear" once you have determined the floor empty.

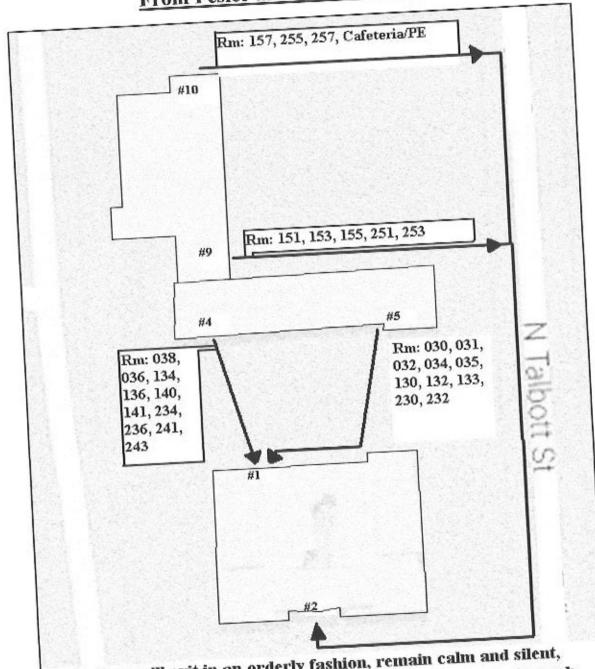
See maps on page 9 & 10 for a quick guide for evacuation of your building.

From Russell to Main and Fesler



Each class will exit in an orderly fashion, remain calm and silent, and listen carefully to instructions as they are announced. As each class arrives at their determined door, they will be directed on where to proceed. First arrivals will be directed to the basement to line up along the hallways until full. When the basement is full, students will be directed to the second floor to line up along the hallways. When the second floor is at full capacity, the remaining students will line up along the first floor hallways.

From Fesler and Main to Russell



Each class will exit in an orderly fashion, remain calm and silent, and listen carefully to instructions as they are announced. As each class arrives at their determined door, they will be directed on where to proceed. First arrivals will be directed to the basement to line up along the hallways until full. When the basement is full, students will be directed to the second floor to line up along the hallways. When the second floor is at full capacity, the remaining students will line up along the first floor hallways.

SHELTER PROTOCOLS FOR:

- TORNADO
- SHELTER IN PLACE
- BIOLOGICAL THREAT
 - EARTHQUAKE

Tornado Protocols

Tornado Watch: Weather conditions are favorable for the development of a tornado.

Tornado Warning: A tornado has been sighted or detected on radar. Take shelter now.

Alert Signal:

If a "Tornado Watch" or Severe Weather Alert is in effect,

PA Announcement: "We are currently experiencing severe weather. We will keep you informed of any changes."

If a "Tornado Warning" is in effect,

PA Announcement: "A tornado warning has been issued. Teachers: Initiate the Tornado Shelter Protocol immediately. Lead your class to your designated shelter area. Tuck and cover."

Safety Response:

- Call 911 to inform them if someone at the school sites a tornado or strike.
- If a <u>Tornado Watch</u>, stop all outdoor activities and move indoors.
- 3. If a Tornado Warning:
 - Keep the students silent.
 - Keep students in single-file line.
 - Keep students moving with a set brisk pace.
 - Keep students calm and focused.
 - Keep students from bringing anything to the shelter area (except cell phones if easily accessible).
 - Keep students from using cell phones unless directed to.
 - Move everyone to tornado safe areas: basement, stairwells, and designated first floor hallways. Ensure that all persons in areas such as the cafeteria are moved to the appropriate locations. Take the Emergency Evacuation Kit with you.
 - Make sure that everyone remains in the Tuck and Cover position until danger passes. Remember: another tornado strike is possible!
 - 4. Have Sweep Team evaluate building for structural integrity. Inspect power lines and gas lines for damage. If needed, go to Evacuation Protocol.
 - 5. Once the situation is resolved, assist with Remote Evacuation, Reverse Evacuation or Family Reunification Protocol, if needed.

TORNADO SAFE LOCATIONS:

Russell Tornado Safe Locations

Rooms/Location

004-Stay in room

006-Stay in room

007-Stay in room (room 202 will join)

012-Stay in room (rooms 118/119 will join)

016-Stay in room (room 204 will join)

017-Stay in room

019-Stay in room

020-Stay in room (room 111 will join)

106-NW Stairwell Basement

107&108-First Floor Office Hallway

111-Join Room 020

112&117-East Basement Hall

118-Join Room 012

119-Join Room 012

120-NW Stairwell Basement

127&128-First Floor Office Hallway

(Business/Nurse Wing)

129-East Basement Hall by 020/019

202-Room 007 (Take NW Stairwell)

204-Hall outside 007

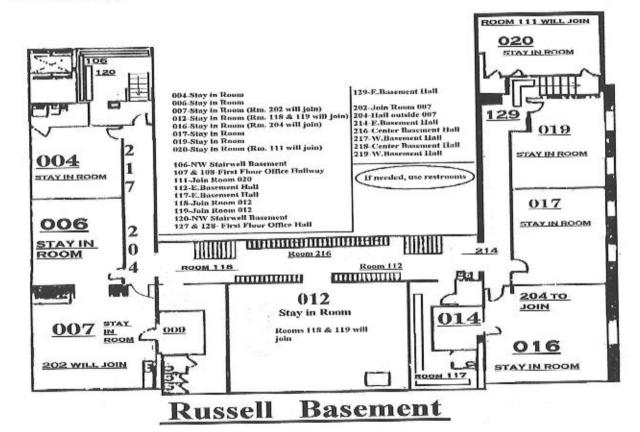
214-East Basement Hallway

216-Center Basement Hallway

217-West Basement Hallway by 004

218-Join Room 012

219-Join Room 012



Main Tornado Safe Locations

Rooms/Locations

038-Hallway, North Wall outside room

036-Hallway, North Wall outside room

034-Hallway, North Wall outside room

032-Hallway, North Wall outside room

031-Join Others in Room 030

030-Stay in room (others will join)

035-Stay in room

141&145-NW Stairs to Basement, South Wall across from Room 036

136-NW Stairs to Basement, South Wall across from Room 036

134- NW Stairs to Basement, South Wall across from Room 036

133-NE Stairs to Basement, South Wall across from Room 034

132&130-NE Stairs to Basement, East Wall by Lockers

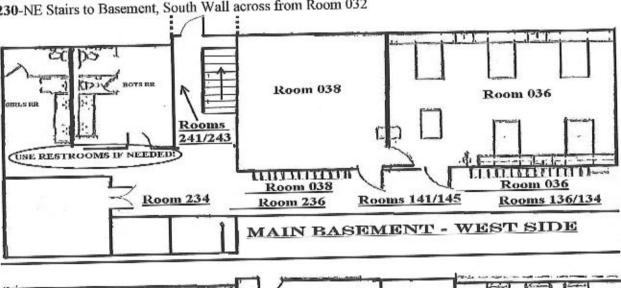
241&243- NW Stairs to Basement, West Wall by Stairwell

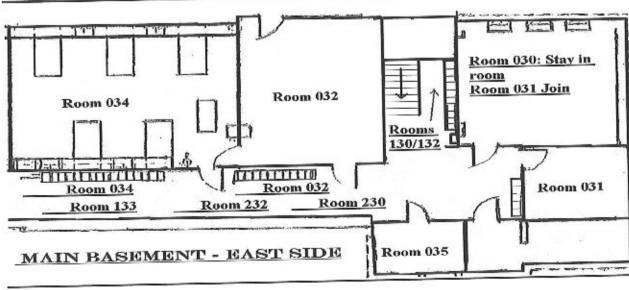
236- NW Stairs to Basement, South Wall across from Room 038

234-NW Stairs to Basement, straight to South Wall

232-NE Stairs to Basement, South Wall across from Room 034

230-NE Stairs to Basement, South Wall across from Room 032

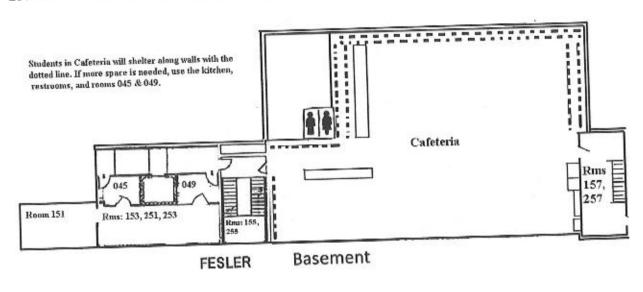




Fesler Tornado Safe Locations

Rooms/Locations

- 151-South Stairs to Basement, Stairwell West Wall
- 153-South Stairs to Basement, form line on East wall across from 045 & 049
- 155-South Stairs to Basement, form lines against Stairwell Walls
- 157-North Stairs to Basement, form Lines against Stairwell Walls
- 251-South Stairs to Basement, form line on East wall across from 045 & 049
- 253-South Stairs to Basement, form line on East Wall across from 045 & 049
- 255-South Stairs to Basement, form Lines against Stairwell Walls
- 257-North Stairs to Basement, form Lines against Stairwell Walls



When all danger is over:

Continue with your responsibilities until your services are no longer needed and all actions have been properly documented.

Before leaving the incident, report everything you have done to the Incident Commander and sign out.

Be continuously mindful of the safety of the actions being taken. YOU have the authority to stop any action that appears unsafe for anyone in the school community.

Shelter in Place Protocol

"Sheltering in place procedures are utilized when there has been a chemical or biological release or radiological incident outside of, but in proximity to, a facility and available information indicates that there is not adequate time to evacuate building occupants to a safe location before the dangerous contaminants reach the facility."

Alert Signal: P.A. Announcement - "All staff, Shelter in Place everyone in your area. Follow the shelter in place protocol." (REPEAT)

If requested by the Incident Commander, assist with any/all of the following actions as appropriate.

Safety Response:

- Make an announcement over the P.A. to direct staff/students to shelter in place.
- Ensure that any equipment capable of causing air to move from the outside of the facility into the facility is turned off. Pay particular attention to heating and cooling systems. Seal doors, vents, and windows with tape.
- Ensure that all outdoor personnel have been moved into the facility.
- Ensure that all staff and occupants received word to shelter in place.
- 5. Verify that personnel are sheltered in the most suitable locations.
- 6. Check to see that staff members have taken proper steps to seal off windows, vents, and doors from outside airflow by P.A. or phone.
- 7. Monitor the situation through radio and/or television stations. Attempt to calm staff and students. Keep staff informed of developments whenever possible.
- 8. When informed by local public safety and emergency management personnel, notify staff when it is safe to leave facility.
- 9. Notify staff to review and make preparations to implement the family reunification protocol quickly if the situation dictates.
- 10. Once the situation is resolved, assist with Reverse Evacuation or Family Reunification Protocol.

When all danger is over:

Continue with your responsibilities until your services are no longer needed and all actions have been properly documented.

Before leaving the incident, report everything you have done to the Incident Commander and sign out.

Be continuously mindful of the safety of the actions being taken. YOU have the authority to stop any action that appears unsafe for anyone in the school community.

Suspected Biological Emergency Protocol

"A suspected biological emergency occurs when a suspected or possible biological emergency or outbreak, having withstood clinical review, is reported to the school administrator by a credible source or detected by the public health system and reported to school officials."

Alert Signal: Staff briefing and personal notification by CRT Staff members.

Safety Response:

1. Initiate the Shelter In Place Protocol, if deemed necessary.

- 2. Contact local public health officials and obtain instructions and decontamination information.
- 3. If appropriate, notify public safety officials of the situation.
- Contact local hospitals to report situation, if appropriate.

5. Brief staff via intercom, phone, email, or in person.

6. Contact parents and notify them of the situation, as appropriate and in accordance with HIPPA legislation.

7. Assist with Reverse Evacuation, Remote Evacuation, or Family Reunification Protocol if necessary.

When all danger is over:

Continue with your responsibilities until your services are no longer needed and all actions have been properly documented.

Before leaving the incident, report everything you have done to the Incident Commander and sign out.

Be continuously mindful of the safety of the actions being taken. YOU have the authority to stop any action that appears unsafe for anyone in the school community.

Earthquake Protocol

Alert Signal: None; activate protocol the moment the earthquake begins.

Safety Response:

- If your room and its contents begin shaking and trembling, it is highly likely we are experiencing an earthquake.
- 2. Teachers:
 - a. Instruct your students to place themselves under their desk or table.
 - b. If possible, have them hold onto the legs of the desk or table, so that it remains above them during the shaking.
 - c. If there are no desks available, direct them to a corner and to use the Tuck and Cover method used for tornadoes. Have them hold a sturdy, hard backed book above their heads.
 - d. Doorways are also an option if short on room, but only one student per doorway. Have them place their feet against each side of the frame and to grab each side of the frame with their hands. This provides balance.
 - After the earthquake tremors subside, report any injuries and/or damages to the Incident Commander.
- Incident Command Team:
 - a. The Sweep Team members will check each classroom for injuries and damages. They will also investigate outside grounds for any structural damages to the buildings, power lines, water lines, and gas lines.
 - PIO's will alert students' families by using Outbound Emergency Call System.
 - The Incident Commander will activate other roles as needed.
- Once the situation is resolved, assist with Reverse Evacuation, Remote Evacuation, or Family Reunification Protocol if necessary. Turn in all notes to the Incident Commander.

SECURE LOCK PROTOCOLS:

- LOCKOUT (Secure Building)
- LOCKDOWN (Secure Students)

Lockout - Secure the Building

Alert Signal: P.A. - "All staff - secure the building at this time. Take the appropriate measures and continue your class activities within the room. No one is to leave the room for any reason until Lockout is over." (REPEAT)

If requested by the Incident Commander, assist with any/all of the following actions as appropriate.

Safety Response:

- If necessary, call 911 to inform them of the danger posed.
- Quickly bring staff and students inside, if possible, before locking doors.
- Verify all exterior doors have been secured through radio communication:
 - a. Russell North (Briggs) West (Cutsinger) South (Kiefer)
 - b. Main NE/SE (Westerfeld/Klinger) SW (Beale)
 - c. Fesler North (Lalioff) East (Gilchrist)
 - d. Those to secure doors will become Security Patrol until further notified.
- Verify that all main interior doors have been locked.
- 5. Verify no medical emergencies: Look for Medical Crisis Cards in windows.
- 6. If safe to do so, make an announcement every 10-15 minutes to inform the lockdown is still in effect and reassure about the situation.
- 7. Secure yourself in Classroom or Office:
 - Close window blinds.
 - b. Be sure to lock all office and classroom doors.
 - Remain in your office or class until appropriate to leave.
 - d. Continue to monitor the situation and be prepared to go to Lockdown if
 - e. Take note of any missing students and inform the front desk. The front desk will alert the Security Patrol.
- 8. Staff will be briefed as quickly as it is safe to do so. Staff may be notified in person, P.A., phone, pager or email. You may need to remain in this lockdown condition for several hours. If so, you may wish to modify the lockdown conditions as appropriate.
- 9. If a hazard should happen that requires evacuation, such as a fire, move quietly and quickly, following the Remote Evacuation or Building to Building Evacuation plans.
- 10. Once the situation is resolved, assist with Reverse Evacuation or Family Reunification Protocol if necessary. Turn in all notes to the Incident Commander.
- 11. If Lockout occurs when the students are being picked up from school, inform families where to proceed until the situation is over.

Lockdown: Lights, Locks, Out of Sight

"A Lockdown is issued when there is a danger to staff and students within the school building."

<u>Alert Signal</u>: P.A. – "All staff – Emergency Lockdown is in effect at this time, Move from Preventative actions to Emergency actions immediately." (REPEAT)

Safety Response:

- Call 911: "We are not an IPS school and we do not have Police on the site. Send an
 officer immediately. We are in Emergency Lockdown because ____."
- Inform Fire/Police that our Knox box is located to the right of the North Door and our Main Entrance is Door #1.
- Do not lock outside doors. This gives the threat a path out and away from students and path for law enforcement to enter.
- 4. Secure yourself:
 - a. Lock all class or office doors and windows
 - b. Turn out all lights
 - c. Shut all blinds
 - d. Avoid line of sight (hide)
 - e. Silence all cell phones
 - f. Avoid talking or making noises that would attract attention
 - g. If outside the classrooms when Lockdown occurs, seek other shelter immediately; this may be a restroom, empty office, or even evacuating school property.
 - If evacuating school property, call the H.H.S. absence number and leave a detailed message, including name, time, area calling from, and a phone number.
- Staff & faculty will be briefed as soon as it is safe to do so. You may be notified by phone, email, intercom, or in person. You may remain in Lockdown for several hours. Inform students of everything known of the danger; this gives them a better chance of survival.
- Quietly make sure all your students are accounted for. If missing students, they may have been herded into another room. Take note of missing students.
- 7. If faced with a threat, use any means necessary to protect yourself and students. Quickly decide if "Fight" or "Flight" should be used. Stay near doors that are mostly glass for a surprise attack should the threat break through.
- Keep doors shut until a uniformed officer or staff member opens them. Never answer or come to the door if called.
- If a hazard should happen that requires evacuation, such as a fire, move quietly and quickly, following the Remote Evacuation plans.
- Once the situation is resolved, assist with Reverse Evacuation or Family Reunification Protocol. Turn in documentation to Incident Commander.
- If Lockdown occurs when the students are being picked up from school, inform families where to proceed until the situation is over.

REUNITE PROTOCOLS:

- CONTROLLED RELEASE ON SCHOOL PROPERTY
 - REMOTE EVACUATION
 - FAMILY REUNIFICATION

Controlled Release on School Property

"A Controlled Release is when, due to hazards, students are released early from school."

Alert Signal: P.A. Announcement

Safety Response:

- Activate appropriate Command and General Staff Officers and Chiefs.
- 2. Briefly describe incident over P.A. to students and staff.
- 3. If Controlled Release is due to a hazard within a building, use the Evacuate Building to Building plan.
 - a. If the hazard is the weather (i.e.: snow, ice), use caution outside when rides begin to show.
 - i. Keep a larger space than normal in-between vehicles to leave room for
- 4. Use Outbound Emergency call system alert to families notifying them of the procedure to pick up their student(s).
 - a. If parent or guardian cannot be reached, ask the student if there is another way to contact them, if the student has not already done so.
- 5. Teachers and staff will write each student's name on a piece of orange paper and give it to them to hold onto until ready to leave.
- As their rides arrive, Traffic Detail will radio the name(s) of the student(s) to be released.
- a. Do not let drivers leave their cars unintended while in the pick-up line. 7. Before leaving the school building, the student will hand their orange paper to the staff
- member posted at the door. 8. If there are still students waiting to be picked up after normal pick up time, they must go to Fifth Period to wait.

Remote Evacuation - Family Reunification

"In a Remote Evacuation, students and staff leave the school grounds to a Reunification Center."

"Family Reunification is the process of reuniting students with their parent/guardian after a remote evacuation."

Alert Signal: P.A./Bullhorn "We will begin Family Reunification at this time. Please follow the procedures as they are given..." (REPEAT) - read lines 8-10 below.

Safety Response:

- Provide a brief description of the incident to staff and students. Specify the staging area so students and personnel can be directed to the appropriate location. (see individualized plans for direct details: pages 26 & 31)
- The Incident Commander will request law enforcement dispatch uniformed personnel to the staging area for traffic control.
- 3. Activate appropriate Command and General Staff Officers and Chiefs.
- If appropriate, arrange with the city bus system to assist with transportation.
- 5. Students with disabilities may need assistance traveling to Staging Area.
- 6. Staff and students will travel quietly, so as to hear any instructions being given.
- Use Outbound Emergency call system alert to families notifying them of the procedure to
 pick up their student(s). Parents/Guardians of students must be informed of the situation
 and be alerted that the students must be picked up from the Staging Area instead of the
 school.
 - a. If parent or guardian cannot be reached, ask the student if there is another way to contact them, if the student has not already done so.
- 8. Staff will double check student roster to ensure all students are accounted for.
- 9. Have a copy of your correct roster taken to the Operations Chief.
- 10. Operations Chief will coordinate the Family Reunification Center.

Designated Family Reunification Staging Areas:

- 1. Redeemer Presbyterian Church (Harrison Center)
- 2. WFYI
- 3. Joy of All Who Sorrow Church
- 4 The O'Bannon Soccer Field

As parent/guardian arrives to pick up student(s), they need to:

- 1. Proceed to the designated Parent Check-In
 - a. Present personal photo ID.
 - b. State which student(s) they are there to pick up and sign the "sign-out" sheet.
 - c. Have them move to the waiting area for Runner to bring the student(s).
 - d. Have parent/guardian sign out before leaving.
 - e. For further details, see individualized plans.

Student Drivers (when it is determined safe for them to do so):

- If possible, get permission from a parent by phone for them to leave if that seems necessary.
- 2. Sign out with their teacher: name, time they are leaving, and any passengers.
- 3. Make any other appropriate notes on the sign out sheet.

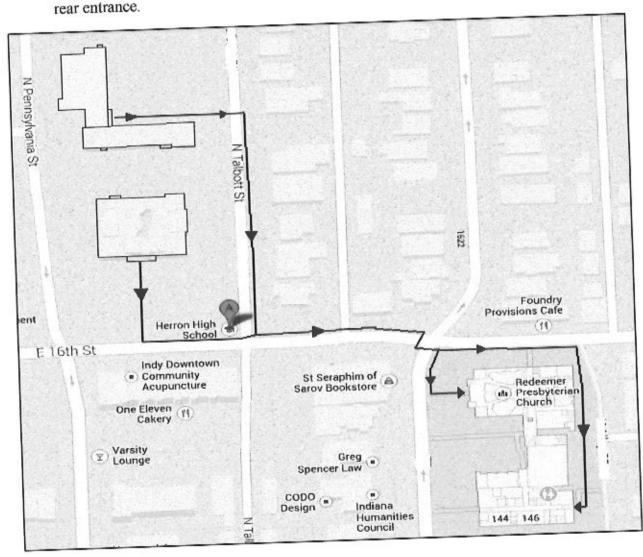
Family Reunification of Injured Students Who Have Been Taken to a Hospital:

- Use black marker to write the student's name on his/her arm. No exceptions. Even more important if they are unconscious or more than one student.
- Call parents as soon as possible and let them know what hospital their student has been taken to and who the staff representative is that will meet them at the hospital.
- A staff representative needs to accompany the student(s) to the hospital and be there to meet parents.
- 4. If possible, any medical information about that student should accompany them.
- Be sure Command Staff knows where the student(s) are being transported to and who the accompanying staff representative is.
- Staff representative: Notify Command Staff with regular updates on the condition of the student(s).

Harrison Center Reunification Plan:

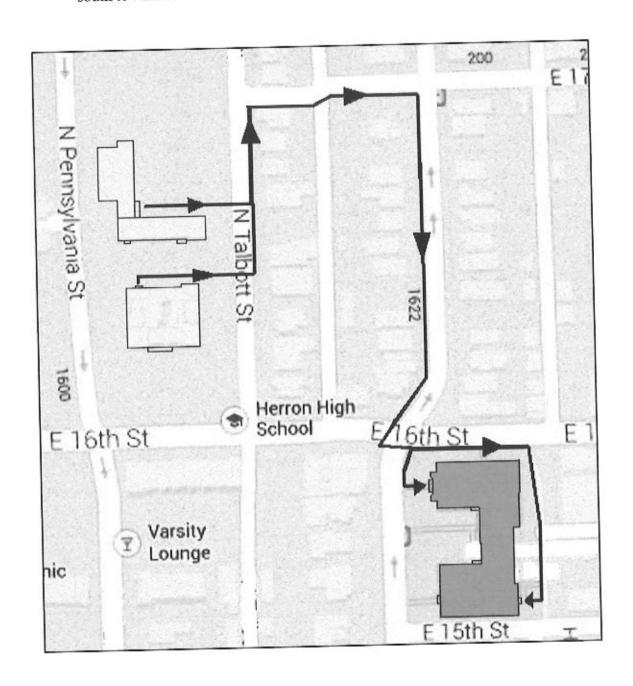
Evacuation Routes to Reunification Area:

- Students and staff in Russell will exit Door #2 to 16th St. and walk east to N. Delaware St. Cross 16th St. and proceed to cross N. Delaware St. to the Harrison Center. Use front entrance.
- Students and staff in Main will exit Door #9 and proceed across Talbot St. to sidewalk.
 Go south to E. 16th St. and walk east to N. Delaware St. Cross 16th St. and proceed to
 cross N. Delaware St. to the Harrison Center. Use rear entrance.
- Students and staff in Fesler will exit Door #9 and proceed across Talbot St. to sidewalk. Go south to E. 16th St. and proceed to cross N. Delaware St. to the Harrison Center. Use rear entrance.



Alternative Evacuation Route to Harrison Center

- Students and staff in Main and Fesler: will exit Door #9 and cross Talbot St and proceed to 17th St. to N. Delaware St. Head south to 16th St and cross to proceed across N. Delaware St. to the Harrison Center. Use rear entrance.
- Students in Russell: will exit out of Door #1 and proceed down Pennsylvania St., crossing E. 16th St. Turn left on E. 14th St. and continue until crossing N. Delaware St. Go south to Harrison Center. Use front entrance.



What to do upon arrival:

*Note: Based on every class full at time of evacuation. Actual size of class may vary. This will effect where classrooms end up. For instance, the Sanctuary may hold Russell and Main students, with the remainder going to Gymnasium. You will be directed on where to proceed when arriving.

<u>Logistics Team</u>: At least one member needs to be a front runner to prepare the Reunification site. They must:

- Alert caretakers of reunification site of the emergency.
- Retrieve the emergency tote from storage.
 - Remove directional arrows, blank card stock, and tape and set aside.
 - Have bullhorn ready for the Incident Commander.
 - o Remove ICS vests to distribute them.
- As teachers arrive with students, hand them a piece of card stock paper to write their information down.
- Place arrows and signs in key locations.

Russell*:

- Classrooms 004-020: Go into Sanctuary through main door; fill first four rows closest to the pulpit.
- Classrooms 106-117: Go into Sanctuary through main door; fill rows five through eight.
- Classrooms 118-129: Go into Sanctuary through main door; fill rows nine through twelve.
- Classrooms 202-219: Go into Sanctuary through main door; fill in rows thirteen and fourteen. Any remaining students without a seat will line up along the north and south walls of Sanctuary.

Main*:

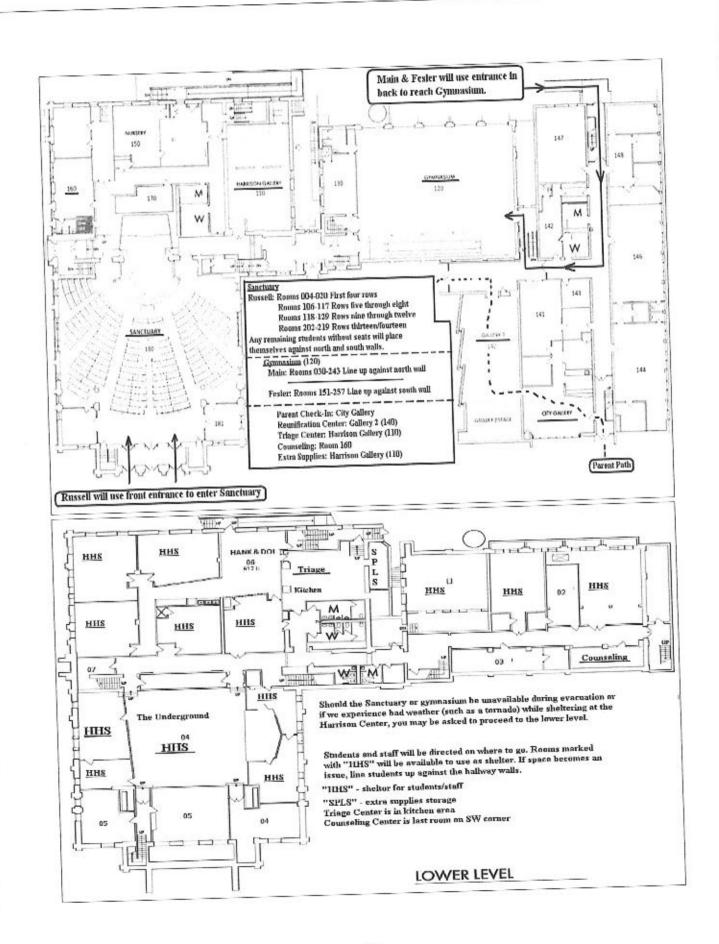
 Classrooms 030-243: Go to Gymnasium and line up against the East wall. Use single file lines with approximately 2-3 feet in between rows.

Fesler:

 Classrooms 151-257: Go to Gymnasium and line up against the West wall. Use single file lines with approximately 2-3 feet in between rows.

See Blueprints on next page for visual aids.

Should the Sanctuary or Gymnasium be unavailable at evacuation time, or if we experience bad weather (such as a tornado) while sheltering at the Harrison Center, you may be asked to proceed to the lower level.



If you are a staff member without a class to escort and are not a part of the Incident Command Team, then you will be asked to help stage the area for parent/guardian arrival.

What to do when classrooms are in position:

 Each teacher will check their student roster and alert the Incident Commander of any missing or injured students.

2. Each teacher will take a piece of card stock paper (located in emergency tote) and black marker to write their room number, which building they were in, and teacher's name.

Display in a visible area for Runners to see.

3. Teachers will keep their students calm and scated until reunited with their family. If a student is disruptive or is causing others to be uneasy, they may be experiencing psychological trauma and should be escorted to the Counseling area (1st Floor Room 160 or Lower Level SW Corner Room). Alert a Runner and make a note of student's name, time, and incident.

4. Any injured students need to be escorted to the Triage room (1st Floor Harrison Gallery 110 or Lower Level Kitchen) for treatment. Take note of student's names as Runners will

need to locate them for reunification.

5. Teachers will mark their student's names off as Runners retrieve them. Each teacher is to remain with their class until the last student has been united.

What to do when parent/guardian arrives:

 A Greeter will meet parent at the City Gallery entrance. The parent or guardian will be handed a clipboard with a form to fill out. The form consists of: student's name, a printed and signed name of person picking up student, an I.D. check box, students location, and time of pick-up.

The Greeter will alert a Runner and the parent will wait in Gallery #2 (140) for their

3. If a parent/guardian wishes to speak with a staff member to address the situation, then the Runner will direct them to an area to wait until a staff member is available.

4. If a parent/guardian begins to cause a problem, alert the Incident Commander or Safety Officer for help. Direct the person away from the students. If needed, alert law enforcement.

What to do when your classroom has been reunited:

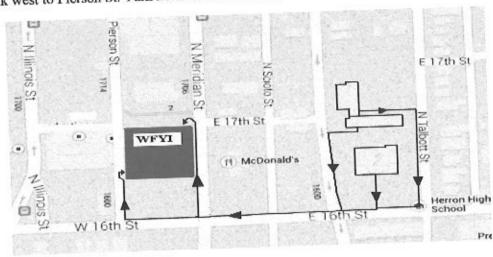
 Once all of your students have been reunited with parents/guardians, you may be asked to help other staff members.

2. Before leaving, report to the Incident Commander. Hand over all notes and forms you have taken concerning the Evacuation and Reunification process.

WFYI Reunification Plan:

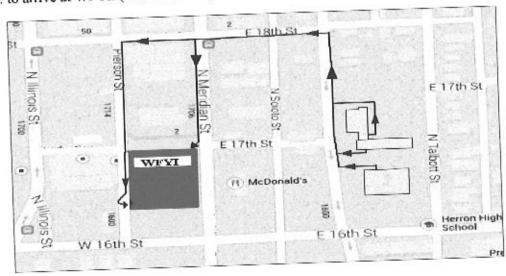
Evacuation Route to WFYI:

- Students and staff in Russell will exit door #2 to 16th St. and walk west toward Pierson St. Turn north on Pierson St. to arrive at WFYI. (Rear entrance)
- Students and staff in Main will exit door #4. Go south down Pennsylvania St. to 16th St.
 Proceed west to Pierson St and turn north on Pierson St. to arrive at WFYI. (Rear entrance)
- Students and staff in Fesler will exit Fesler doors NE to Talbot St. Head south to 16th St. and walk west to Pierson St. Turn north on Meridian St. to arrive at WFYI. (Front entrance)



Alternative Evacuation Route to WFYI:

- Students and staff in Russell will exit door #1 and turn west to Pennsylvania St. Go north to 18th St. and proceed west to Pierson St. Turn south on Meridian St. to arrive at WFYI. (Front entrance)
- Students and staff in Main will exit door #4 and go north on Pennsylvania St. to 17th St. Proceed west to Pierson St. Turn south on Pierson St. to arrive at WFYI. (Rear entrance)
- Students and staff in Fesler will exit door #9 and will walk north until past school building. Go
 to Pennsylvania St. and head north to 17th St. Proceed west to Pierson St. Turn south on Meridian
 St. to arrive at WFYI. (Front entrance)



What to do upon arrival:

Keep classes together! Keep students quiet! Keep hands to self!

<u>Logistics Team</u>: At least one member needs to be a front runner to prepare the Reunification site. They must:

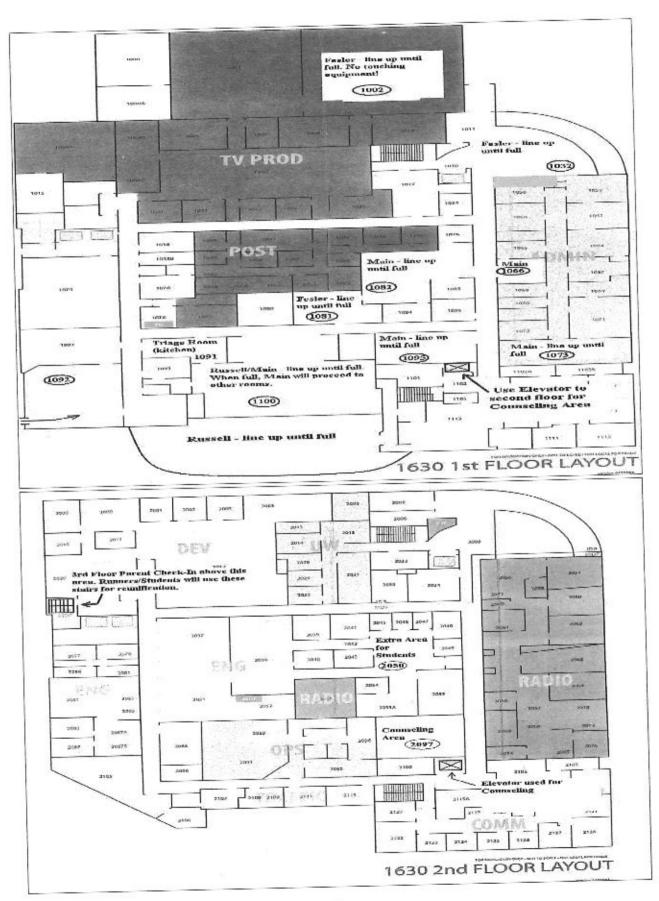
- Alert caretakers of reunification site of the emergency.
- Retrieve the emergency tote from storage.
 - Take directional arrows, blank card stock, and tape out and set aside.
 - Have bullhorn ready for the Incident Commander.
 - Remove ICS vests to distribute them.
- As teachers arrive with students, hand them a piece of card stock paper to write their information down.
- Place arrows and signs in key locations.

Russell: Use West Entrance on Pierson St. (room 1092). Proceed to room 1100 (left, right, right) If weather is bearable, teachers will take their class outside, using the door of this room. Begin lining up students along fence. Keep lining up students in rows, with about two feet in between each row, until full. When outside is full, begin lining up the students inside room 1100, using the lower portion first, then upper portion.

Main: Use West Entrance on Pierson St. (room 1092). Proceed to room 1100 (left, right, right). Students will line up in front of Russell students until room 1100 is full. The remainder of Main's students will proceed to rooms 1095 and 1073. Once those rooms are full, and if there are more students, rooms 1066 and 1082 may be utilized.

Fesler: Use Main Entrance on Meridian St. Proceed to front desk and fill waiting area (room 1032). Use room 1002 until full. Remaining students use room 1081. Any classes without a room will use the hallways; line up students single file against walls.

Out of room? Use NE stairs to second floor; use room 2050.



What to do when classrooms are in position:

1. Each teacher will check their student roster and alert the Incident Commander of any missing or injured students.

2. Each teacher will take a piece of card stock (located in emergency tote) and black marker to write their room number, which building they were in, and teacher's name. Display in

a visible area for Runners to see.

3. Teachers will keep their students calm and seated until reunited with their family. If a student is disruptive or is causing others to be uneasy, they may be experiencing psychological trauma and should be escorted to the Counseling area. The Counseling area is located on second floor, room 2097 (use SE elevator). Alert a Runner and make a note of student's name, time, and incident. Room 2097 has the option of video recording and a two-way mirror if needed.

4. Any injured students need to be escorted to the Triage room for treatment. The Triage room is located on the first floor, room 1091, in the kitchen area by room 1100. Take

note of student's names as Runners will need to locate them for reunification.

5. Mark student's names off as Runners retrieve them. Each teacher is to remain with their class until the last student has been united.

What to do when parent/guardian arrives:

1. Parents will be instructed to enter the parking garage on Pierson St. Once the parent has parked, they will use the crosswalk (3rd Floor) across Pierson St. to meet Grecter on third floor of WFYI. Security will be posted at garage entrance and crosswalk entrance.

2. The parent or guardian will be handed a clipboard with a form to fill out. The form consists of: student's name, a printed and signed name of person picking up student, an

I.D. check box, students location, and time of pick-up.

3. The Greeter will alert a Runner and the parent will wait in the third floor foyer of WFYI for their child.

4. If a parent/guardian wishes to speak with a staff member to address the situation, then the

Runner will direct them to an area to wait until a staff member is available.

5. If a parent/guardian begins to cause a problem, alert the Incident Commander or Safety Officer for help. Direct the person away from the students. If needed, alert law enforcement.

What to do when your classroom has been reunited:

1. Once all of your students have been reunited with parents/guardians, you may be asked to help other staff members.

2. Before leaving, report to the Incident Commander. Hand over all notes and forms you have taken concerning the Evacuation and Reunification process.

MEDIA, RESUME, UTILITY PROTOCOLS FOR:

- Media
- Resume Normal Activities
 - Utility Failure

Media Protocol

"Media representatives frequently respond to situations that involve schools. Mistakes made in dealing with the media can result in adverse publicity for the school, interference with emergency response, and increased civil liability."

Public Information officers (PIO): Janet McNeal, Shannon Dawson

Safety Response:

1. Refer anyone requesting information to the PIO

2. Do not provide any information "off the record."

3. Be careful of "hot mikes". Television reporters will sometimes leave a camera turned on and record people when they think that they are only engaged in casual conversation with reporters. Consider all electronic equipment active at all times.

4. Before releasing information, consider whether you can legally do so. Be particularly careful about releasing identifying information.

When all danger is over:

Continue with your responsibilities until your services are no longer needed and all actions have been properly documented.

Before leaving the incident, report everything you have done to the Incident Commander and sign out.

Be continuously mindful of the safety of the actions being taken. YOU have the authority to stop any action that appears unsafe for anyone in the school community.

Alert Signal: Bullhorn or Runner

For a Resumption of Normal Activities: "All teachers and staff implement the Resume Normal Activities Protocol now. Please resume normal activities at this time."

 For a Reverse Evacuation and Lockdown: "All teachers and staff implement the Reverse Evacuation and implement a Preventative Lockdown immediately."

If requested by the Incident Commander, assist with any/all of the following actions as appropriate.

1. Determine when and if the school can return to normal operations.

Provide guidance to staff via runners or other means as appropriate.

3. Inform staff members of the reason the evacuation was implemented. This can be done by having administrators go from room to room, using an announcement of the P.A., or via email as appropriate to the situation.

4. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform

parents of the actions that were taken to protect their children.

5. Relieve Command Staff and General Staff as they are no longer needed. The Planning Chief and Liaison Officer should be the last to be relieved of responsibility in order to document the details of the incident through its completion and account for all individuals.

When all danger is over:

Continue with your responsibilities until your services are no longer needed and all actions have been properly documented.

Before leaving the incident, report everything you have done to the Incident Commander and sign out.

Be continuously mindful of the safety of the actions being taken. YOU have the authority to stop any action that appears unsafe for anyone in the school community.

Utility Failure Protocol

"A utility failure is the interruption in the supply of electricity, telephone service, natural gas, sewage, or water services to the facility."

Alert Signal: A plain language announcement over the P.A. or personal notification as appropriate.

If the power is out, you will have to go room to room, call or text staff on their cell phone, call the rooms on the phone if possible, or call/text staff via One Call to inform staff and students about what is happening and what they need to do.

If requested by the Incident Commander, assist with any/all of the following actions as appropriate.

Safety Response:

- 1. Notify the teachers ASAP: even if you can only call and say "We have a utility failure. I'll call you back as soon as I get things under control." Remember to call back! All classes should be notified within a very short time - 10 minutes. Teachers need to know that something more serious is not occurring!
- 2. Determine if it is safe to conduct normal activities, and notify staff of the appropriate course of action.
- If appropriate, implement the Evacuation Protocol.
- 4. If appropriate, implement the Family Reunification Protocol-Operations Chief
- 5. In the event of a gas leak, use Bomb Threat Evacuation Protocol and move students and staff to Remote Evacuation Site. Call 911.
- 6. If possible, assist food staff in securing refrigerated food.
- 7. When deemed safe, assist with Reverse Evacuation or Family Reunification Protocol.

When all danger is over:

Continue with your responsibilities until your services are no longer needed and all actions have been properly documented.

Before leaving the incident, report everything you have done to the Incident Commander and sign out.

Be continuously mindful of the safety of the actions being taken. YOU have the authority to stop any action that appears unsafe for anyone in the school community.

VIOLENCE PROTOCOLS FOR:

- Unruly/Disruptive Persons
- Report of Weapon on Property
 - Weapons Threat
 - Sexual Assault

Disruptive/Unruly Person Protocol

"A disruptive or unruly person is a student, employee or visitor who becomes unruly to the point of disruption of the academic or work environment."

Alert Signal: P.A. – (If appropriate) "All staff, Preventive Lockdown is in effect at this time." (REPEAT)

If requested by the Incident Commander, assist with any/all of the following actions as appropriate.

Safety Response:

- 1. According to IMPD, it is not your job to determine "how dangerous" a person might be.
- If the person is exhibiting violent behavior, even if it is only verbal, CALL 911
 IMMEDIATELY.
- If appropriate, call 911: "My name is _____. I am calling from Herron High School at 110 E. 16th St. We are not an IPS school. We do not have security personnel in the building. Please send officers. We have a disruptive person in the building..."
 - a. Provide dispatch personnel with all available information regarding intruder descriptions and actions.
- Do not attempt to be a hero! It can be dangerous for administrators/staff to approach unruly persons. Your job is to keep everyone as safe as possible until the police arrive.
- 5. Initiate a Preventive Lockdown as discretely and quickly as possible.
- If possible, seek a position of safety by positioning a physical barrier between yourself
 and the individual(s). For example, take a position behind the counter or table. Consider
 potential escape routes for yourself and staff in the event the individual(s) become
 combative.
- Speak to staff and individual(s) in a calm and firm manner. Decide if it is best to advise
 the individual(s) that law enforcement personnel are on the way if you have called them.
- Attempt to contain the situation by ordering students and staff away from the individual(s) if appropriate for the situation.
- 9. Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in waistband), be prepared to defend yourself, notify law enforcement ASAP.
- 10. Activate Planning Chief: documentation of the incident and actions taken.
- 11. Activate PIO/Media Protocol and prepare information for families.
- 12. Upon First Responders arrival, coordinate actions with law enforcement officials.
- 13. Brief staff on the outcome of the situation as soon as it is resolved.
- 14. Notify parents/guardians as soon as possible.
- Once the situation is resolved, assist with Reverse Evacuation or Family Reunification Protocol if necessary.

Report of Weapon on Property Protocol

"A weapons report protocol is based on any information or report that any person(s) on the property is in possession of a firearm, knife, or other weapon. This protocol is for use in situations where no assault with a weapon has yet occurred and no immediate threat to use the weapon is reported."

Alert Signal: P.A., phone, email, radio, or in person, depending on the situation. The Incident Commander may deem it appropriate to use Preventive Lockdown Protocol.

If requested by the Incident Commander, assist with any/all of the following actions as appropriate.

Safety Response:

1. Obtain information about the situation.

Determine if a Preventive Lockdown should be implemented to prevent the violator from

gaining access to potential victims.

3. Notify law enforcement. Upon arrival of law enforcement personnel, assist them in locating the person(s) who are reported to be armed. Consider the best method to approach the suspected violator(s) to avoid escalating the situation. Do not attempt to recover weapons from violators or search people for weapons without police assistance.

4. Activate Safety Officer to maintain safety of other students and staff.

5. If a weapon is recovered, consider the possibility that additional weapons may be present on the violator, in their belongings or concealed elsewhere on school property. If no weapon is recovered, consider the possibility that the weapon(s) might have been concealed on school property (locker, book bag, in a vehicle or concealed in a public area such as a bathroom ceiling or behind a vending machine.

Brief staff on the situation as soon as appropriate to do so.

- 7. Activate Operations Chief to implement Family Reunification Protocol if necessary.
- Once the situation is resolved, assist with Reverse Evacuation or Family Reunification Protocol if necessary.

When all danger is over:

Continue with your responsibilities until your services are no longer needed and all actions have been properly documented.

Before leaving the incident, report everything you have done to the Incident Commander and sign out.

Be continuously mindful of the safety of the actions being taken. YOU have the authority to stop any action that appears unsafe for anyone in the school community.

Weapons Threat Protocol

"Any item used in a manner that threatens the safety of another person or self."

Alert Signal: P.A., phone, email, radio, or in person, depending on the situation. The Incident Commander may deem it appropriate to use Lockdown or Evacuation Protocol.

If requested by the Incident Commander, assist with any/all of the following actions as appropriate.

Safety Response:

- Call 911 "This is ____ calling from Herron High School at 110 E. 16th St. We are not an IPS school. We do not have security police on the campus. Send officers immediately. We have a weapons threat in our school." <u>Describe the situation</u>, perpetrator, weapon(s), victims, where suspect is, direction of travel, vehicle information, any injuries, etc.
- Determine within the first five to ten minutes if the Family Reunification Protocol should be implemented. If the decision is made to do so, activate the Operations Chief to implement the Family Reunification Protocol. If the decision is made not to do so, request that law enforcement establish perimeters around the school.
- 3. Secure yourself!
- Wait for law enforcement to secure the incident before doing anything else.
- Do not enter building or leave until investigations are finished.
- Once the situation is resolved, assist with Reverse Evacuation or Family Reunification Protocol if necessary.

When all danger is over:

Continue with your responsibilities until your services are no longer needed and all actions have been properly documented.

Before leaving the incident, report everything you have done to the Incident Commander and sign out.

Be continuously mindful of the safety of the actions being taken. YOU have the authority to stop any action that appears unsafe for anyone in the school community.

Sexual Assault Protocol

"A sexual assault is any crime of a sexual nature."

If requested by the Incident Commander, assist with any/all of the following actions as appropriate.

Safety Response:

- Call 911
- 2. IC/Nurse: Attempt to dissuade the victim from washing, cleaning up, or use of the restroom if possible.
- Attempt to provide the victim with privacy.
- 4. Secure the crime scene.
- 5. Instruct staff not to use the victim's name in any communication and not to release the victim's identity to anyone other than law enforcement officials.
- 6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects, and do not disturb any potential physical evidence.
- 7. Activate Planning Chief to document the incident.
- 8. Activate PIO and implement media protocol
- 9. Activate Liaison Officer to meet arriving responders.
- 10. Activate Operations Chief to implement Family Reunification Protocol if needed.
- 11. Brief staff when appropriate.
- 12. When appropriate, notify the Chairman of the Board, Joanna Taft.
- 13. Close facility if needed.
- 14. Once the situation is resolved, assist with Reverse Evacuation or Family Reunification Protocol, if needed.

When all danger is over:

Continue with your responsibilities until your services are no longer needed and all actions have been properly documented.

Before leaving the incident, report everything you have done to the Incident Commander and sign out.

Be continuously mindful of the safety of the actions being taken. YOU have the authority to stop any action that appears unsafe for anyone in the school community.

MEDICAL MENTAL HEALTH PROTOCOLS:

- MEDICAL EMERGENCIES
 - PANDEMIC FLU
- MENTAL HEALTH CRITICAL INCIDENTS
- DEATH OF A STUDENT OR STAFF MEMBER

Alert Signal: Instructions via intercom, phone, email, radio, or in person must be determined by the situation.

If requested by the Incident Commander, assist with any/all of the following actions as appropriate.

Safety Response:

- Call 911: "This is Herron High School on 110 E. 16th St. on the NE corner of 16th St. & Pennsylvania. We have a medical emergency: (Give specifics). Send an ambulance to Entrance #..."
- Safety Officer meets first responders as they arrive.
- 3. Implement Lockdown Protocol or Evacuation Protocol, if needed.
- If lockdown or evacuation is not appropriate, clear the area of all people who do not have a specific purpose for remaining in the area of the injured or ill.
- Incident Commander assigns staff to accompany the injured or ill individuals(s) if transport to the hospital is necessary.
- Notify family members of the injured or ill. Tell them where to meet their child and who is traveling with them.
- 7. Activate PIO and Media protocol.
- 8. Activate Liaison Officer to meet arriving agencies.
- 9. Activate Safety Officer to maintain the safety of others.
- Planning Chief complete Accident Report form if the incident was an accident. Develop and maintain written documentation of the incident.
- 11. Notify other staff members as needed.
- 12. If a crime may have been committed, contact the Police by 911.
- 13. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive. Do not allow anyone to clean up the area as it is a crime scene. Disturbing a crime scene is a criminal offense.
- 14. If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.
- Once the situation is resolved, assist with Reverse Evacuation or Family Reunification Protocol.

When all danger is over:

Continue with your responsibilities until your services are no longer needed and all actions have been properly documented.

Before leaving the incident, report everything you have done to the Incident Commander and sign out.

Be continuously mindful of the safety of the actions being taken. YOU have the authority to stop any action that appears unsafe for anyone in the school community.

Pandemic Flu Protocols

Alert Signal: None

Before any cases are reported in our school:

For Faculty and Staff:

- Reinforce good hand washing and other infection control practices. Have students use hand sanitizer or wash their hands when entering and leaving the classroom.
- Anyone with a fever MUST stay home.
- Avoid group projects and large gatherings.
- Review CDC information sheets with them in class. Send CDC information sheets home with students.

For Administration:

- Review and revise the school's pandemic flu plan according to the current needs as recommended by the CDC.
- Send an infection control letter to parents about exposure to an infected student.
- Prepare CDC information sheets to hand out for students to take home.
- Reinforce that anyone with a fever MUST stay home.
- Identify an area where sick students may go if they become sick at school and cannot be picked up in a timely manner.
- Be prepared for the unlikely event of the Marion County Health Dept.'s decision to close schools. Identify criteria for individual school administration initiated closings. Consider staffing levels rather than student absences.
- Inform families of the "Return To School Policy" initiated during times of pandemic flu
 or other public health situations that require such an action.

After a case or cases are identified:

Faculty and Staff:

- If there is a lag time between when a potentially infectious person is identified and when
 the can leave school, move them to a separate and well ventilated room during the
 waiting period. (Library)
- Promote respiratory hygiene, cough etiquette and hand hygiene as for any respiratory infection.
- Reinforce that routine thorough environmental cleaning is adequate.
- Inform students. Reinforce prevention messages.

Administration:

Inform the Communicable Disease Nurse at 221-2117 Marion County Health Dept.

- If 20% of students/faculty/staff report being sick with the same "symptoms" the
 principal will announce a school closing and detail the appropriate length of time. The
 Health Dept. may close the school. The Principal has the authority to close a school if
 they feel it is necessary and the M.C.H.D. doesn't.
- Keep sick students, teachers, and other workers away from school while ill.
- If there is a lag time between when a potentially infectious person is identified and
 when they can leave school, move them to a separate and well ventilated room during
 the waiting period (Library).
- Promote respiratory hygiene, cough etiquette and hand hygiene as you would for any respiratory infection.
- Promote air circulation.
- Reinforce routine thorough environmental cleaning and insure it is adequate.
- Inform students. Reinforce prevention messages.
- Send infection control letter to parents. Implement relevant steps of the pandemic flu protocol.
- If the school nurse is exposed or becomes ill, she should be offered medication on site.

Mental Health Critical Incident Protocol

"A mental health critical incident is any event that overwhelms an individual's capacity to cope. Traumatic events can cause psychological and emotional turmoil, cognitive problems and behavioral changes."

Alert Signal: Instructions via intercom, phone, email, radio, or in person must be determined by the situation.

Safety Response:

1. Remain calm and avoid appearing anxious or frightened.

 Contact I-CART if needed for support of students/staff: (317)596-2202 – leave a message and your call will be returned.

3. Let children know that it is okay to feel upset.

 Observe children's emotional state. Understand that children will express their emotions differently. There is no right or wrong way to feel or express grief.

 Tell children the truth. Don't try to pretend the event has not occurred or that it is not serious.

Keep your explanations developmentally appropriate.

 Ask questions that may give you insight on helping them (i.e.: "What can we do to help?")

 Refer children who exhibit extreme anxiety, fear or anger to mental health counselors in the school, I-CART team, or other mental health support available.

When all danger is over:

Continue with your responsibilities until your services are no longer needed and all actions have been properly documented.

Before leaving the incident, report everything you have done to the Incident Commander and sign out.

Be continuously mindful of the safety of the actions being taken. YOU have the authority to stop any action that appears unsafe for anyone in the school community.

Death of a Student or Staff Member

<u>Alert Signal</u>: Instructions via intercom, phone, email, radio, or in person must be determined by the situation.

Safety Response:

If death occurs at school:

- 1. Call 911
- 2. The Incident Commander will:
 - a. Have Liaison Officer meet emergency personnel.
 - b. PIO will meet the media at media staging area.
 - Planning Chief assists the IC in forming a statement for the media; document all actions taken.
 - d. Operations Officer will secure the perimeter around the death scene; make note of all persons who had access within perimeter prior to police arrival.
 - When Law Enforcement arrives, transfer command. They will establish their own Command Post
- Command and General Staff: DO NOT allow any potential evidence to be removed or disturbed!
- 4. The Incident Commander will:
 - Contact parents, spouse, or next of kin or identify best person to do so.
 - With Planning Chief, assess the expected degree of response from school community. Assess situation and activate necessary officers and chiefs to handle the situation.
 - Establish briefing area near the command post if possible.
- The Incident Commander will call I-CART for mental health crisis support and arrange for their assistance.
- The Planning Chief will prepare an announcement to be given to the students. Determine
 how the announcement should be given: to teachers in person, P.A. system, email, etc.,
 depending on the situation.
- 7. The Principal/Incident Commander will: On the day following the funeral, make the following (or similar) statement to all students and faculty (This is done the day following the funeral because many friends of the deceased will not return to school the day of the funeral.):
 - "I wish to thank all of the students and faculty for the support you have shown each other during the past few days. The example you have shown is a positive and healthy one and provides us the opportunity to work toward strengthening our relationships with each other. Guidance staff remains available if you should wish to talk with a counselor." (Any additional comments from the family that have been passed on the principal might be shared at this point.)
- The Principal/Incident Commander should identify long term effects and follow-up recovery of staff/students/student groups acutely affected, crisis debriefing, and counseling needs.

If death occurs away from school:

- 1. Contact Janet McNeal: (317)750-6085 or (317)752-6917
- 2. The Incident Commander will:
 - a. Verify accuracy of all information.
 - With Planning Chief, determine appropriate steps to take to inform the school community. Draft media statement if appropriate.
- 3. The Incident Commander will:
 - Notify Command and General Staff and assess the expected degree of response from the school community.
 - d. Assess the situation and adjust size of the team.
 - Activate the phone tree to notify staff of early morning mandatory meeting.
 Command and General staff meet 30 minutes prior to other staff.
 - f. If the crisis will not greatly impact the school community, go to step #5
- The Incident Commander will call I-CART for mental health crisis support and arrange for their assistance.
- The Planning Chief will prepare an announcement to be given to the students. Determine how the announcement should be given: wither individual teachers in classrooms, P.A. system, or other means, depending on the situation.
- 6. On the day following the funeral, make the following (or similar) statement to all students and faculty (This is done the day following the funeral because many friends of the deceased will not return to school the day of the funeral.):
 - "I wish to thank all of the students and faculty for the support you have shown each other during the past few days. The example you have shown is a positive and healthy one and provides us the opportunity to work toward strengthening our relationships with each other. Guidance staff remains available if you should wish to talk with a counselor." (Any additional comments from the family that have been passed on the principal might be shared at this point.)

Incident Command Organizational Assignments

Incident Commanders: Responsible for all incident activities, including the development of strategies and tactics and the ordering and the release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site.

- Jonathan Harris
- Malcolm Gilchrist
- Public Information Officers (PIO):

Communicating with Parents and Press, if appropriate and coordinating use of mass call or text messages.

- Janet McNeal
- Shannon Dawson

<u>Liaison Officers:</u> Communicating with Fire, Medical or Law Enforcement

Shelby Blasingame

- · Jason Simons
- Lynn House

<u>Safety Officer:</u> General site observation and safety concern remedy.

Atticus Westerfeld

Operations: Establish and manage operational staff.

Rachelle Klinger

<u>Planning:</u> Collects, evaluates, and disseminates incident situation information and intelligence.

- Jennie Kiefer
- Jane Hagenauer
- Joanna Wiggins

Logistics: Responsible for all service support requirements needed to facilitate effective and efficient incident management, including ordering resources from off-incident locations.

- Cindi Browning
- Rob Hensley

Website/Social Media: Posting to Website and Social Media Sources, if appropriate.

• Robin Knop

- Juli Woodrum
- MaryAnn Beale

Reunification: Helps reunite students with parents/guardians and may be asked to provide various services (Runner, Checker, Greeter, Kidherd, and Scribe)

- Amber Ellis
- Laurie Cutsinger
- Shannon Hasper
- Julie Wek
- · Cheri West

<u>Finance</u>: Established when the incident management activities require on-scene or incident-specific finance and other administrative support services.



Indianapolis Classical Schools K-2 Demographic Analysis

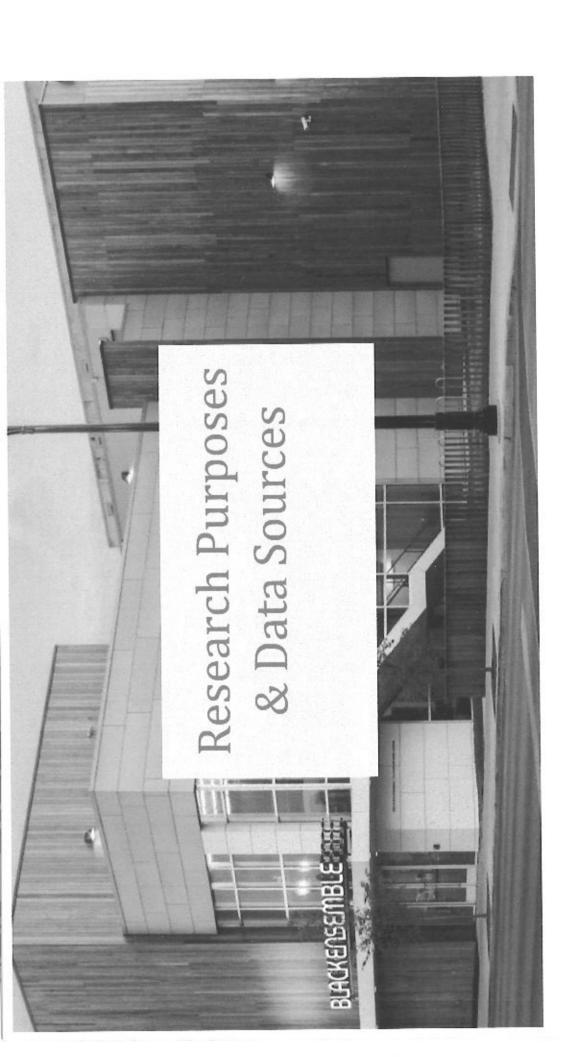
Overview and Key Findings

March 2019

-

Sharing a Mission of change





Demographic Analysis Purposes

Inform Indiana Classical Schools' Decision-making about Location of a K-2 Elementary School in the Downtown Neighborhood

- Use relevant and available data sources to map Kindergarten-6th grade population density
- Use relevant and available data sources to analyze school quality, enrollment, and governance trends

Data Sources Used:

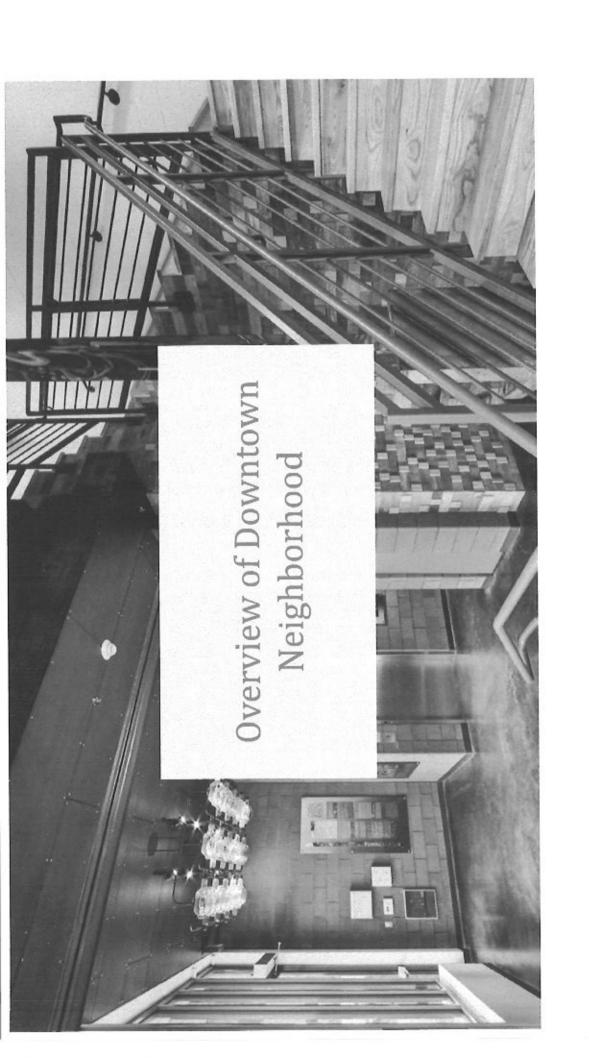
Data Sources

ESRI Population Estimates

Indiana Department of Education

Sharing a Mission of change

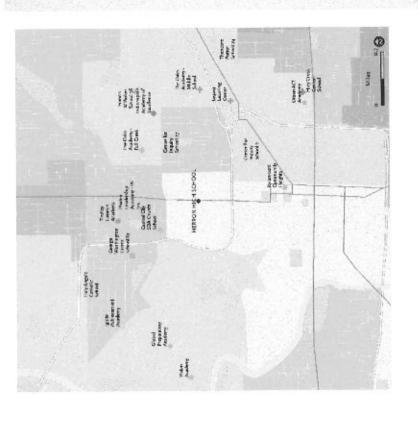






Overall Geographic Area

The bulk of the Kindergarten-6th Grade population in the Downtown Neighborhood is concentrated to the north and southeast.



School Grade	× =	on 10	0 =	c		The Code or Appeal
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School Location in Relation to K-6 Population Density

School Description	# of Schools	% of Schools
K-6 Offering Schools	19	N/A
IPS Choice	S	26%
Traditional Charter	2	79%
IPS Innovation	3	16%
Private	9	32%

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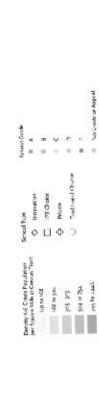
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Northeast Quad

Northwest Quad

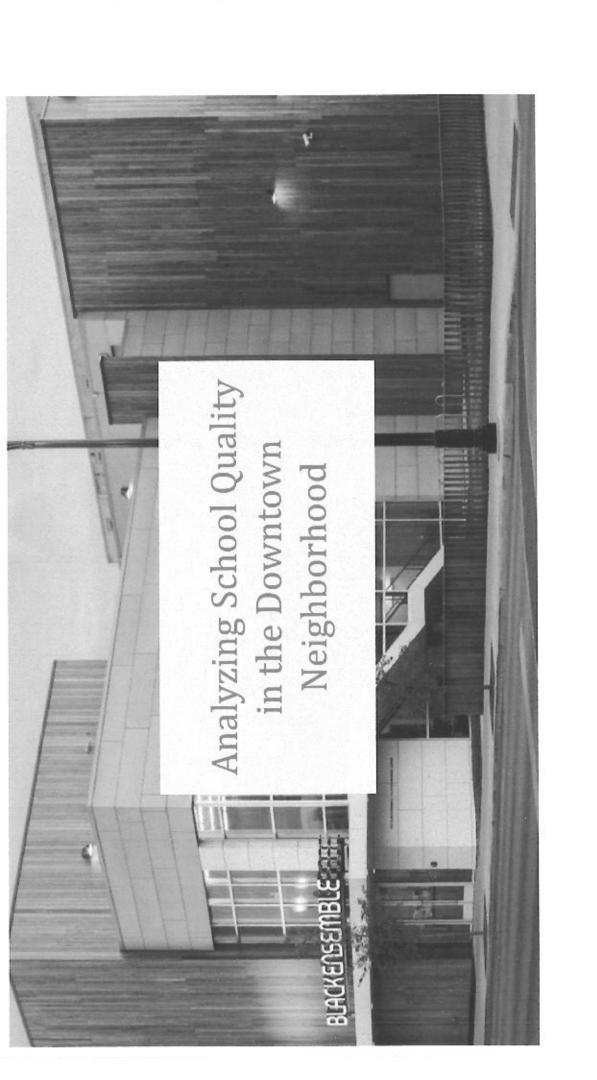
- K-6 offering schools are primarily clustered around 3 pockets of high K-6 population density:
- Northeast Quad
- Northwest Quad
- Southeast Quad
- The Southwest Quad of the Downtown Neighborhood is characterized by low K-6 population density and no K-6 offering schools.



Southeast Quad

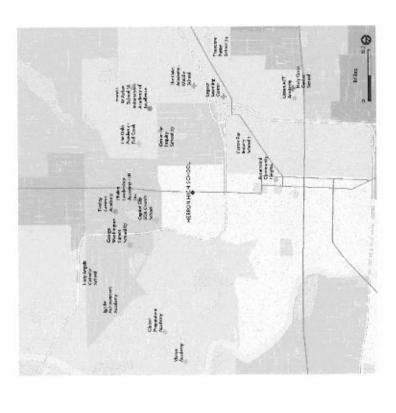
Southwest Quad





High-Level School Quality Findings

- The Downtown Neighborhood is characterized by a significant lack of Quality school options.
- Only 37% of the 19, K-6 offering schools received an "A" or "B" Accountability Grade.
- Only 28% of the 4,998 K-6 students were enrolled at a Quality
- The bulk of the Quality, K-6 offering schools are clustered closely in the Northwestern Quad
- Taking accessibility, through the lens of school governance, into consideration the total number of Quality seats could be refined to only include the 2 Quality, Traditional Charter schools.
- This refinement results in only 11% of the 4,998 K-6 students being enrolled at a Quality, largely accessible school.



Dentity K.é. Crade Population	School Type	108	School Gode
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the made		IPS Cholos	
ed for sea	0	Private 5	o =
W2 20	:)	Traditional Charles	e =
904 to 754			
28 to 1446			No Contract of Article

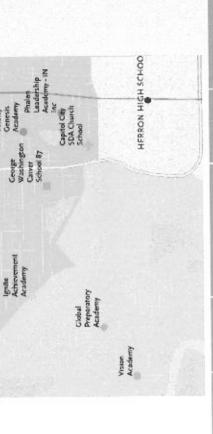


School Quality Analysis – Northwest Quad

The Northwest Quad contains 57% of the Downtown Neighborhood's Quality K-6 offering Schools and 62% of the Neighborhood's Quality, K-6 Enrollment.

The Quality schools are concentrated in the eastern portion of the Quad.

This area also accounts for the both of the Neighborhood's Quality, Traditional Charter schools. The western portion of the Quad is characterized by the recent replacement of two IPS Neighborhood schools with the IPS Innovation schools, only one of which has received an A-F grade.

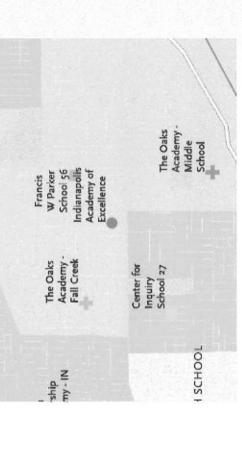


School	A-F Grade	Governance	2018 K-6 Enrollment	% of Quality K-6 Enrollment
Tindley Genesis Academy	4	Traditional Charter	254	29%
Phalen Leadership Academy	∢	Traditional Charter	276	31%
George Washington Carver School 87	æ	IPS Choice	319	36%
Capitol City SDA Church School	ω	Private	35	4%
Total	N/A	N/A	884	62%



School Quality Analysis - Northeast Quad

- The Northeast Quad contains 28% of the Downtown Neighborhood's Quality Schools and 31% of the Neighborhood's Quality K-6 Enrollment.
- The Quad's Quality schools are both Private schools. These 2 schools are the Neighborhood's largest Private schools, from an enrollment perspective.

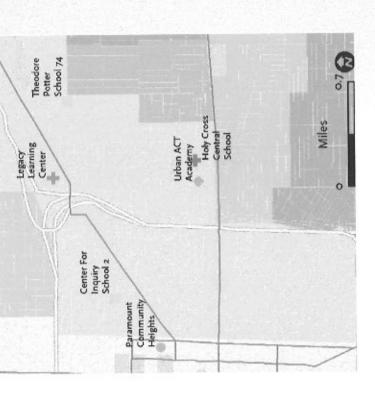


The Oaks Academy – Fall Creek B Private 378 84% The Oaks Academy – Middle School A Private 74 16% Total N/A N/A 452 26%	School	A-F Grade	Governance	2018 K-6 Enrollment	% of Quality K-6 Enrollment
iaks Academy – Middle School A Private 74 N/A N/A 452	The Oaks Academy – Fall Creek	æ	Private	378	84%
N/A N/A 452	The Oaks Academy – Middle School	4	Private	74	16%
	Total	N/A	N/A	452	26%



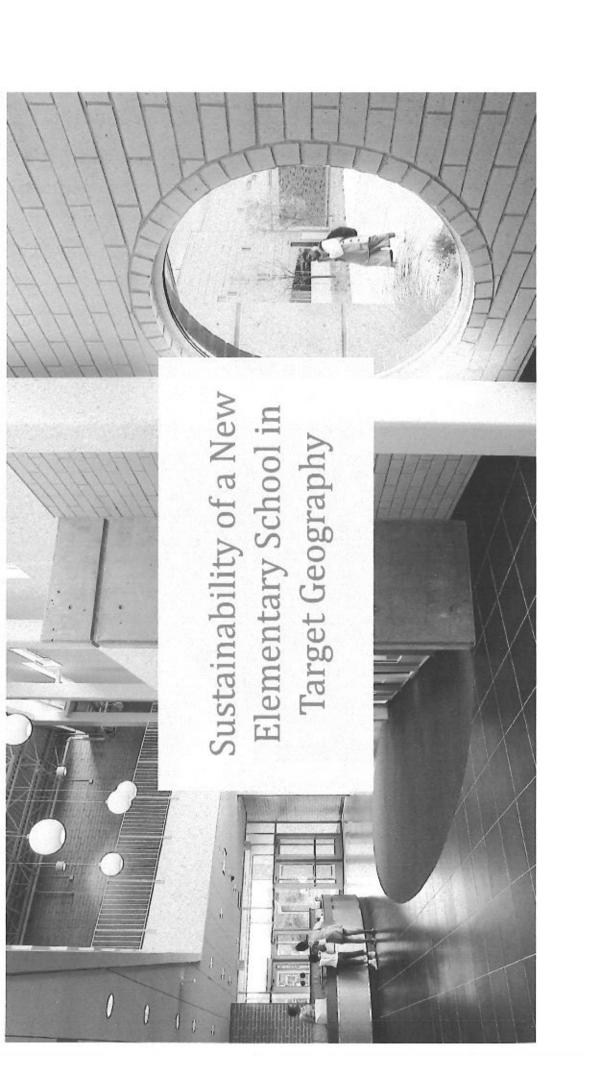
School Quality Analysis – Southeast Quad

- The Southeast Quad contains 14% of the Downtown Neighborhood's Quality Schools and 7% of the Neighborhood's Quality K-6 Enrollment.
- The only Quality school in the Quad is a Private school.



School	A-F Grade	Governance	2018 K-6 Enrollment	% of Quality K Enrollment
Legacy Learning Center	⋖	Private	86	100%
Total	N/A	N/A	86	**

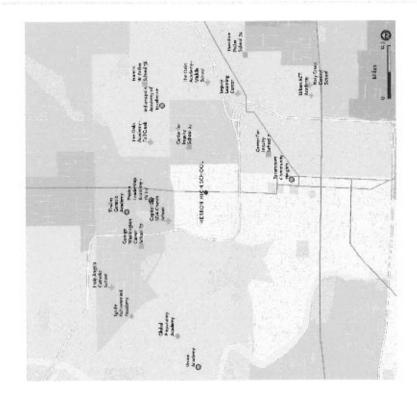




Sustainability – Historical Enrollment Trends

- School enrollment throughout the Downtown Neighborhood has been largely consistent in the last 4 years.
- The only notable shifts in enrollment trends have taken place at restarted IPS Neighborhood and Traditional Charter schools.
- The most notable declines in the K-6 enrollment occurred at restarted IPS Neighborhood schools.
- While there have been some declines at individual, Traditional Charter schools the group as a whole has demonstrated net growth.

Washington Irving School 14	-28% (116)	
Elder W Diggs School 42	-14% (63)	
Riverside School 44	-4% (10)	

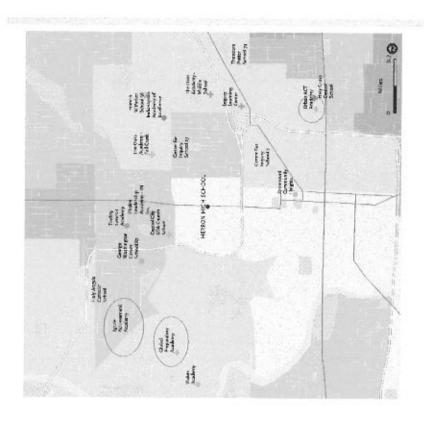


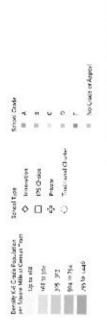


Sustainability – School Governance

- In recent years, the Downtown Neighborhood has experienced significant school governance shifts that create notable uncertainty with regards to determining the enrollment sustainability of a new elementary school.
- All 3 of the Downtown Neighborhood's IPS Neighborhood schools were restarted as IPS Innovation schools within the last 3 years. It is uncertain how enrollment at these Innovation schools will trend in comparison to the IPS Neighborhood Schools
- Given the lack of any traditional attendance boundaries in the Downtown Neighborhood and that 60% of the current K-6 offering schools are either IPS Choice or Private, it is difficult to determine a true baseline for the number of Neighborhood residents serviced by the schools selected for this analysis.









Summary of Key

Overview:

The Downtown Neighborhood demonstrates a significant need for Quality K-6 seats and relatively stable enrollment trends. However recent shifts in school governance have created uncertainty about enrollment patterns which could affect the sustainability of a new K-2 elementary school.

Quality Factors - Overall

- Only 37% of the Neighborhood's K-6 offering schools are considered Quality.
- Only 27% of the K-6 enrollment is at Quality schools.

Quality Factors - Accessibility

If only IPS Neighborhood, Innovation and Traditional Public Schools are considered to be "highly accessible", only 11% of the K-6 enrollment is at "highly accessible", Quality schools.

Governance & Enrollment Factors

- Neighborhood schools being restarted as IPS Innovation schools in the last 3 years. There is not enough IPS Innovation: School governance changes have significantly impacted the area, with all 3 IPS data to make significant enrollment findings about these schools.
- IPS Choice & Private Schools: The bulk, 56%, of K-6 offering schools are IPS Choice or Private. Enrollment at these schools has remained largely unchanged in the last 4 years.
- Traditional Charter Schools: Across the 4 Traditional Charter schools with sufficient enrollment history, there was a net increase of 324 students since 2015.

Sharing a Mission of change

Sharing a mission of change



HERRON PREPARATORY ACADEME

REPLICATION PROPOSAL FOR A CLASSICAL K-8

APRIL 15, 2019 INDIANAPOLIS CLASSICAL SCHOOLS 110 E 16TH STREET, INDIANAPOLIS, INDIANA 46202

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Charter Applicant Information Sheet

Name of Proposed Charter School: Herron Preparatory Academe

Proposed School Address (if known): TBD

School District in which Proposed School would be located: IPS

Legal Name of Group Applying for the Charter: Indianapolis Classical Schools

Applicant's Designated Representative: Janet H. McNeal, President, Indianapolis Classical Schools

Address: 110 E 16th Street

City: Indianapolis State: Indiana Zip Code: 46202

Daytime Telephone: 317-2310-0010 x1113

E-mall address: jmcneal@indianapolisclassicalschools

The proposed school will open in the fall of school year: 2020

	Frade Levels & Year 1 Enrollment	Total Student En Year 2 Enrollment	Enrollment	Year 4 Enrollment 2023- 2024	Year 5 Enrollment 2024-2025	Year 6 Enrollment 2025-2026	Year 7 Enrollment 2026-2027
Grade	2020-2021	2021 - 2022	2022 - 2023		60	60	60
	60	60	60	60	60	60	60
K	60	60	60	60	60	60	60
1	60	60	60	60	60	60	60
2	-	-	60	60	60	60	60
3	-			75	75	75	75
4	-	75	75	75		100	100
5	75	100	100	100	100	125	125
6	100		125	125	125	125	125
7		125	125	125	125		740
8		400	665	740	740	740	1.0
Total	295	480	000				

Is this a single-gender or co-educational school? Co-educational

If single-gender, please indicate who will be served by school: N/A

Are you planning to work with a management organization? No

Have you submitted this application to other authorizer(s)? No

Do you plan to submit an application for this school to another sponsor before the Mayor of Indianapolis makes a final determination on your application? No

If so, please indicate the name of the authorizer:

Have you submitted any other applications to an authorizer in the previous five (5) years? Yes - Riverside High School, approved by Mayor's office in 2015

This sheet must be attached to the Replication Proposal, and should follow the applicant information page. Please type the information requested.

The following lists information required to be included in a charter school proposal pursuant to Indiana Code 20-24-3-4

nformation Required by Indiana Law	Section of Full Proposal Where Information Is Inserted
Identification of Organizer	Page 3
Name of proposed school	Page 3
Purpose and mission of school	Page 5
Governance structure and governance plan	Page 43
	Page 46
Management structure	Page 21
School's Educational and Mission goals	Page 27
Curriculum and Instructional Methods	Page 39
Methods of Pupil Assessment	Page 11
School Calendar	Page 6
Admission Policy and Criteria, subject to IC § 20-24-5	Page 3
Age or grade range of students to be enrolled	Page 6
Plan for Compliance with any Applicable Desegregation Order	
Personnel Plan, including methods for selection, retention and compensation of	Page 51
employees Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits	Page 55
Description of Staff Responsibilities	Page 46
Budget and Financial Plans	Page 75
Description of the Physical Plant	Page 62
Transportation Plan	Page 62
Date When Charter School Is Expected to Begin Operations	Page 3
Date When Charter School is expected to have students attending the school	Page 3
Any other applications submitted to an authorizer in the previous five years	Page 3
References to manner in which authorizer must conduct annual addit of academic, finance, and governance operations or charter school (Mayor's	Page 92
Performance Framework) Statement of economic interest forms that contain the same information	Page 94
*For charter school proposals from an applicant that currently operates one or more charter schools in any state or nation, evidence of past performance and current capacity for growth.	N/A

*For proposals concerning an existing charter school overseen by a different authorizer than the authorizer to which the organizer is submitting the proposal, the proposal must include written acknowledgement of the proposal from the current authorizer.

CONDITIONS FOR SUCCESS

MISSION: Indianapolis Classical Schools is a community of scholars that advances timeless ideas and content, builds a culture of respect and trust, and engages in an urban environment in order to prepare students to be world-class citizens.

NEED, ENROLLMENT AND DEMAND

Pronosed	Grade	Levels	& Total	Student	Enrollment
1 1 O D O D O O	-				

Grade	Year 1 Enrollment	Total Student E Year 2 Enrollment 2021 - 2022	Year 3 Enrollment 2022 - 2023	Year 4 Enrollment 2023- 2024	Year 5 Enrollment 2024-2025	Year 6 Enrollment 2025-2026	Year 7 Enrollment 2026-2027
	2020-2021	60	60	60	60	60	60
K	60		60	60	60	60	60
1	60	60		60	60	60	60
2		60	60	60	60	60	60
3			60		60	60	60
4				75	75	75	75
5	75	75	75	75		100	100
6	100	100	100	100	100	-	125
7		125	125	125	125	125	
			125	125	125	125	125
8 Total	295	480	665	740	740	740	740

Indianapolis Classical Schools (ICS) collaborated with IFF to analyze educational needs in the greater downtown area where the network intends to operate Herron Preparatory Academe. Reasonable proximity to the two ICS high school campuses is desired. In March 2019, IFF provided network leaders with a demographic analysis.

The analysis showed that currently there are nineteen public and private schools offering a K-6 program serving 4,996 students in the Downtown Neighborhood as defined by the IFF study. Of those nineteen schools, only 37% received an A or B in the state's accountability rating. Only 28% of those 4,996 students are enrolled in a high quality educational setting. When accessibility is factored in, six of those schools are private schools and five are IPS Choice Schools; thus, only 11% of those 4,996 students attend an accessible quality school. Widening the bounds to all of Marion County, the US Census estimates that the 2018 population of Marion County is 950,082, and that 7.3% of that population is under the age of 5. In the coming years, these 69,356 children will be entering the school system. The start of the school years is a pivotal time in the life of young families. The availability of high performing schools is often a driving factor in where families choose to live and work. New seats at a high performing K-8 schools are urgently needed in Indianapolis. As the data below clearly indicates, students in all neighborhoods within the boundaries of IPS and other surrounding districts need better public elementary and middle school options both now and in the future. (see IFF report in appendix)

While a final location has not been determined, Herron Preparatory Academe will be within the IPS district but will be marketed widely throughout Marion County. As outlined throughout this narrative, Indianapolis Classical Schools' board envisions a racially and socio-economically diverse student body and a school situated in a neighborhood in need of a strong anchor of stability which promotes community development. The network's leaders believe that experiencing a Classical, Liberal Arts education from the beginning of a child's educational career will holistically prepare students to become well-rounded, engaged citizens of the future. Diversity in all aspects is central to Indianapolis Classical Schools' approach to recruitment. Embracing the words of Justice Thurgood Marshall, United States Supreme Court, who said, "Unless our children begin to learn together, there is little hope that our people will ever learn to live together," Herron High School believes maintaining a racially, economically and culturally diverse student body is essential for holistic student learning and character formation. Therefore, the enrollment plan includes targeted marketing to attract underserved students as well as middle class students who might otherwise seek might a educational opportunity outside of Center Township. Student mobility and student retention rates Impact student learning, particularly in urban communities. For ICS students and families, most students leaving ICS from year to year are due to family relocations and subsequent transportation challenges. At Herron Preparatory Academe, there will be many action steps taken to ensure high retention rates. These action steps include hosting activities to promote high student-parent engagement, quarterly achievement awards for students who are excelling and/or have no discipline referrals, and monthly celebrations for students within their classrooms.

The enrollment policy for the K-8 school will reflect Indianapolis Classical Schools current policy with adjustments to the timeline as needed, and will comply with all applicable laws including lotteries as necessary. Enrollment will be open to any student in the state and will be conducted using the services of Enroll Indy. As attrition occurs, the enrollment team will accept transfer students to backfill as needed. Indianapolis Classical Schools does not discriminate on the basis of race, color, gender, sex, gender identity, disability, religion, ancestry, national or ethnic origin, or any characteristic that is legally protected under applicable local, state or federal law in the administration of its educational policies, protected under applicable local, state or federal law in the administration of its educational policies, behavior policies, admissions policies, scholarship and loan programs, food service, and athletic or other school-administered programs, in full compliance with public charter school laws and authorizer requirements.

The school's marketing and student outreach will be directed to attract a diverse student body to help reduce the city's present level of socioeconomic segregation in our public schools. Marketing will be specifically directed at neighborhood community organizations, listserevs, neighborhood events, and churches. Indianapolis Classical Schools' reputation for excellence will help attract urban families and provide them with a reason to stay in the city to educate their children. The school will utilize the services of a marketing professional to guide its public relations and promotional outreach, which may include radio ads, commercials and perhaps billboards, as well as distributing fliers and posters throughout the community. Families of current ICS high school students will hold house parties to help promote the new

schools. Student recruitment will begin in the summer of 2019 with the enrollment process in full swing in the autumn of 2019.

The network's leadership and staff are deeply committed to creating a rich diversity. The new K-8 school will strive to attract students from many different racial and socio-economic backgrounds. The founders of ICS embedded this intentional diversity in the school's original Charter. "The concept of Herron High School stands out from Its charter peers in that this school hopes to serve a neighborhood and region made up of both "minority student populations" and non-minority student populations to model the equity and Integration that Indianapolis seeks to encourage." True to the spirit of our founder's vision, Herron High School currently serves the most diverse student population in the region, perhaps even the state. According to a recently published joint report by the Century Foundation in collaboration with the Poverty & Race Research Action Council, "students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills" than peers in more segregated educational settings.

The school's leaders see the positive effects of the cross-pollination of ideas and experiences that are the result of learning in a diverse setting on a daily basis. Students who learn and grow together will become citizens who live and work together. Charter schools are schools of choice, and many families understand and place high value on diversity, listing it among the top reasons they and their student chose an Indianapolis Classical School.

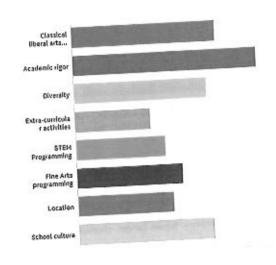
Diversity extends to levels of academic achievement as well. Indianapolis Classical Schools' philosophy of education and student support will be replicated in age-appropriate ways at the Herron Preparatory Academe. At the middle school level, Herron Preparatory Academe expects a high level of underserved students to transfer to the new school. Replicating Indianapolis Classical Schools' system of academic supports for underperforming students, an array of remedial programs will be offered throughout the school year. These programs will help accelerate achievement for students with skill gaps with the Intention that by the end of 8th grade, those students will have caught up with their grade-level peers and be prepared for the challenge of Indianapolis Classical Schools or the high schools of their choice.

The total enrollment is projected to be 740 students in K-8, with the numbers of students in higher grades expanding to accept students who choose to transfer in for the middle school years. While the survey results indicated that a majority of families (65%) would enroll at any grade, a significant percentage (25%) would choose to transfer in during 6th or 7th grade.

COMMUNITY SURVEY RESULTS

ICS conducted a survey to help gauge interest in an ICS K-8.

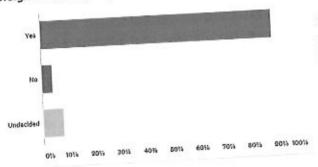
Question: Every family has specific reasons for choosing to apply to an Indianapolis Classical School. Please rank the following reasons your family applied to Herron or Riverside High School by order of importance.



The prioritized reasons families chose an ICS school is relevant to how well the network is fulfilling its mission and Core Values.

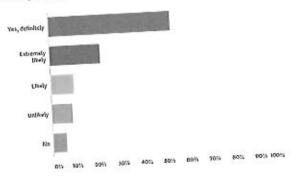
Academic rigor was the highest ranked 1st choice (56%). The 2nd highest choice was Diversity (25%) and at 3rd, Classical Liberal Arts programming, at the highest for 4th was School culture (22%).

Question: The U.S. Census Bureau estimates the 2018 Marion County population of children age 5 or under was 69,356. When you consider the current educational landscape in near-downtown Indianapolis neighborhoods, do you believe the city needs more high-quality, tuition-free educational options?



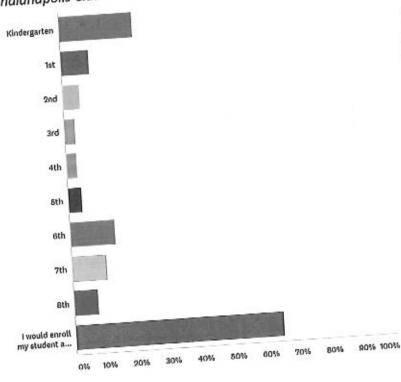
88% of respondents said Indianapolis needs more high quality, tuition-free educational options. Only 4% disagreed, and 2% were undecided.

Question: Indianapolis Classical Schools is exploring the possibility of launching an elementary/middle school in convenient proximity to our high school campuses. This K-8 would replicate Indianapolis Classical Schools Classical, Liberal Arts focus, including Latin and foreign languages, global studies and the arts. In the future, do you believe someone in your family, your neighbors or your friends consider enrolling in a new K-8 school replicated by the leaders of Indianapolis Classical Schools?



85% of survey respondents said it was definite, extremely likely or likely that they would choose an ICS K-8.

At what grade level would you consider starting or transferring your student to Indianapolis Classical Schools' K-8? Please check all the grades that you would consider.



The overwhelming majority (65%) of survey respondents said they would consider enrolling their student in an ICS K-8 at any grade level.

24% said they would enroll beginning with kindergarten, and 14% and 11% would enroll at the 6th grade and 7th level

Indianapolis Classical Schools' student enrollment is diverse and multicultural in scope. Enrollment is open to any student in the state of Indiana. Any child who is qualified under Indiana law for admission to an Indiana public school is qualified for admission to an Indianapolis Classical School. Students who are currently expelled from a previous school or have withdrawn to avoid expulsion from a previous school are not qualified for admission to an Indianapolis Classical School. Indianapolis Classical Schools participate in the unified enrollment system, Enroll Indy.

Indianapolis Classical Schools comply with all applicable laws and regulations that affect enrollment in an Indiana public charter school. Indianapolis Classical Schools does not discriminate on the basis of race, color, gender, sex, sex orientation, gender identity, disability, religion, ancestry, national or ethnic origin, or any characteristic that is legally protected under applicable local, state or federal law in the administration of its educational policies, behavior policies, admissions policies, scholarship and loan programs, food service and athletic or other school-administered programs. (see Enrollment Policy in Appendix)

EDUCATIONAL MODEL

Herron Preparatory Academe will share a mission and vision statement consistent with Indianapolis Classical Schools. The mission statement currently reads: Indianapolis Classical Schools is a community of scholars that advances timeless ideas and content, builds a culture of respect and trust, and engages in an urban environment in order to prepare students to be world-class citizens." The mission statement summarizes the network's Core Values. The Core Values statement is a distillation of Indianapolis Classical Schools' comprehensive philosophy on education, its approach to student learning, and its self-concept of its role in the larger community.

The network's Core Values document informs all decision-making throughout every aspect of school operations, and nurtures a welcoming school culture that celebrates diversity, develops critical thinking, and unifies the community of learners by creating a sense of shared humanity. Its creation was the result of vision development and culture-construction conversations among the leadership team members and the ICS Board's Education Committee. The Core Values statement is a thoughtful and deeply reflective examination of what Indianapolis Classical Schools is, and provides the foundational framework for all future schools.

The Core Values statement serves as the launching point to measure success, and the lens through which future changes will be examined and considered. This lens will help direct decision making and will keep all of the network's schools centered firmly in the mission regardless of inevitable changes in leadership. Like the network's simple but comprehensive Universal Behavior Policies, the Core Values provides a framework for expectations and academic achievement.

This model has led to outstanding success at the high school level. The flagship school, Herron High School, has received an A and 4-Star rating from the Indiana Department of Education for every year of measure. It has received national recognition as one of the nation's highest-performing public high schools. U.S. News & World Report ranked it the #2 public high school in Indiana, and is identified as one of "America's Most Challenging Public High Schools" by the Washington Post. Herron High School's graduation rate is 99 percent. Riverside High School established in 2018, is on its way to achieving the same standard of excellence. In only its second year serving students, on average, Riverside High School students outperformed the national average for student academic growth in math by 33 percent and in English by nearly 50 percent.

Building on the success of the Classical, Liberal Arts, College Preparatory Programming, a K-8 school will reflect Indianapolis Classical Schools approach to learning by applying a classical methodology, a focus on Liberal Arts, and an emphasis on the classics as a pathway to reach the "at risk" population as well as middle class students. The new school will be an academically focused on preparing young scholars for the type of rigor they will encounter at an ICS college-preparatory secondary school.

ICS will continue its rigorous and comprehensive system for interviewing and hiring teachers. High expectations for applying the best pedagogical practices will be supported by specialized weekly professional development and an array of teacher support structures. In addition to a robust and highly structured program of weekly professional development, the school will support professional excellence by providing teachers with meaningful evaluations throughout the year. Indianapolis Classical Schools' system of rubric-based teacher evaluations is designed to support teacher success and drive student achievement. This system of evaluation includes formal and informal goal-centered observation cycles, followed by personal meeting with the Directors of Curriculum and Instruction who provide teachers with

positive and constructive feedback on their teaching practices. This confluence of talent, knowledge, and dedication results in the remarkable academic success of our students.

The instructional foundation of the school will be a classical approach to education, with a focus on the Trivium; students begin at the grammar stage of learning, move through the logic stage, and end with the rhetoric stage, thus becoming fully prepared for success at the secondary education level. Literature rooted in the classics and conceptual understanding of math will be delivered through a workshop approach. Being a liberal arts-focused network of schools, the new school will continue the tradition of offering language instruction, science, global studies, and the arts. At the elementary level students will participate in related arts classes focusing on art, music, physical education, STEM, and global studies. The global studies class will include the exploration of Spanish, French, and Latin, and will include studies about the countries where these languages are/were primarily spoken. At the middle school level, students will build off of what they learned in earlier grades by choosing a focus area to study in more depth - Language, Music, Arts, or STEM.

The school year calendar will mirror the calendar for all Indianapolis Classical Schools with start dates in mid-August and end dates in early June, generally 180 days. The length of the instructional day will be from School 8:05 AM - 4:00 PM, with before and after school supervision/age-appropriate activities beginning at 6:30 AM, and after school until 6:00 PM. Services for these extended supervision times will be contracted.

Middle School Schedule

8:05-8:27 Entry/Breakfast

8:31-8:56 Advisory

9:00-9:54 Period 1

9:58-10:52 Period 2

10:56-11:50 Period 3

11:54-1:24 Period 4

Lunch shifts from 12:00 - 1:24 (3 shifts at capacity)

1:28-2:22 Period 5

2:26-3:20 Period 6

3:24-3:50 Ingenium (support/remediation/study hall)

3:50-4:00 Dismissal

Elementary Schedule

8:05-8:30 Gentle Entry

8:30-9:00 Morning Meeting

9:00-10:30 Reading Block

10:30-11:00 Recess

11:00-11:30 Lunch

11:30- 12:15 Writing

12:15-12:55 Classical Studies

12:55-1:30 Expanded Studies

1:30-2:30 Math

2:30:3:10 Differentiated Support Time

3:10-3:45 Science/Social Studies

3:45-4:00 Dismissal

A DAY IN THE LIFE OF A STUDENT

Sixth grade is a tough grade in many respects, as Herron Preparatory Academe student Sullivan could probably attest. Remembering a locker combination, switching classes and teachers, and no recess (I) can be overwhelming at first and a struggle throughout the school year. Luckily, Sullivan has teachers and other adults in the building that support him inside and out of the classroom — he's really glad that Mr. Harris is his Advisory/Ingenium teacher, Science teacher, and soccer coach because it helps to have familiar faces throughout the day. Sullivan started at Herron Preparatory Academe this year because he and his family were looking for a middle school that would challenge Sullivan and provide more rigorous

instruction in order to fully prepare him for success in high school, but they also wanted a school that would support him and nurture that love of learning that was still inside of Sullivan.

Sullivan begins his day by getting off the bus at 8:05 and going straight to the cafeteria for breakfast. He's greeted by the Head of School, who is also helping several kindergartners through the breakfast line, and Sullivan grabs a yogurt cup, granola bar, and orange juice. (He wishes they had his favorite cereal, Fruit Loops, but apparently that's not healthy enough...) After eating breakfast and chatting with a few friends, Sullivan heads to his Advisory room where he plans to ask Mr. Harris about the latest Science homework assignment. Mr. Harris is busy writing his learning objectives on the board, but is happy to take a moment to answer Sullivan's question. Sullivan spends the next few minutes organizing his things and pulling out his tablet computer. A few more of his Advisory classmates come into the classroom.

At 8:31 Advisory period begins. Being a Tuesday, Mr. Harris will continue his individual progress checkins with students, using a spreadsheet to track grades, skills, and check-in progress. While Sullivan waits for his check-in he uses his tablet computer to work on his Science homework, researching the effects of farming on the environment. Other students are reading, some others work together quietly on math or language homework. Finally, it is Sullivan's turn for a check-in and Mr. Harris shows Sullivan his grades. It's early in the year, but Sullivan is doing well in Science, English, and World Languages. He is struggling a little in Social Studies and Math, so Mr. Harris clicks on those tabs and brings up Sullivan's details — Sullivan sees that he did not master skills 1.3 or 1.4 in Math and forgot to hand in a practice assignment for Social Studies. Mr. Harris makes a note in the document that Sullivan will remediate the Math skills during Ingenium this week and turn in the missing Social Studies assignment before the end of the week. Sullivan spends the last few minutes putting his things away in his clear backpack and helping straighten up the desks and chairs in the room. Mr. Harris dismisses the students and watches them leave from his spot in the hallway right outside his door.

Sullivan has four minutes to get to his first period class, Social Studies, which begins at 9:00. When he arrives at the door, Ms. Johnson is there to greet him and remind him to grab the handouts at the "preparation station" and get started on the Bell Work right away. Sullivan enters the room, but sees his friend Ray get stopped by Ms. Johnson – he has to tuck in his shirt. When the bell rings, Ms. Johnson takes a minute to take attendance and then asks the students to pause on their Bell Work. Sullivan volunteers to read the day's agenda and his classmate, Maria, volunteers to read the learning outcomes that are posted on the board. After about five minutes, Ms. Johnson asks the students to pair and share their answers on the Bell Work - discussing the advantages and disadvantages of democracy as a form of government. Sullivan turns to his shoulder-partner, Thaddeus, and says that he thinks democracy is good because people get to make decisions, but might be bad because some people don't make good decisions. Ms. Johnson then cold-calls on a few students to provide their thoughts, but Sullivan Isn't called on. Next, Sullivan struggles through three primary sources about the Roman Republic - luckily, he and Thaddeus can work together on the guiding questions, which helps Sullivan's understanding. Sullivan is cold-called to explain the main idea of the third primary source and is relieved when Ms. Johnson tells him he has a strong grasp of the subject matter. At the end of the class, Sullivan completes his exit ticket, and turns it in when Ms. Johnson dismisses them for the next class.

For second period, which begins at 9:58, Sullivan has Math. He likes Math okay, but struggles to understand everything. Luckily, Ms. Parker is kind and provides a lot of one-on-one time with the students so Sullivan's questions always get answered. For the Bell Work Sullivan completes five review problems. Before going over the answers, Ms. Parker calls on two students to read over the agenda and learning outcomes. Today, they are continuing to learn about computing with fractions and decimals. Ms. Parker has the students put their pencils on the floor and hands out the red pens - it's time to grade. Sullivan likes grading his own work because he gets to see what he did wrong right away. Sullivan gets three out of five questions correct, but he's not upset because he knows its practice and he'll have plenty more practice before the unit test. Sullivan and the rest of the class continue practicing throughout the period, while Ms. Parker walks around the room monitoring students and providing Immediate feedback. She helps Sullivan with a couple of problems and writes down where he is struggling on her data tracker sheet. She'll later include some notes in the shared progress review spreadsheet so Sullivan's Ingenium teacher, Mr. Harris, can have Sullivan do some more practice using the ALEKS program. As class wraps up, Sullivan completes his exit ticket and helps straighten up the classroom, picking up some stray paper and pushing in his chair. When Ms. Parker dismisses the class, Sullivan begins to head to his next class. In the hallway he sees Mr. Henseleit, who is always in and out of classrooms observing the teachers. Mr. Henseleit reminds Sullivan and some other students to move with quiet purpose to their next class.

At 10:56, Sullivan is seated and ready for Fine Arts. Students take four quarterly Fine Arts courses - Beginning 2D Art 1, Beginning Music 1, Beginning Theatre 1, and Beginning Choir 1 - as an introduction to each area in the sixth grade. Next year Sullivan will choose a specific area to focus on for the entire year. Right now, Sullivan is in Beginning 2D Art 1 and is excited to continue working on his mini-icon project. His icon is Major Taylor, a famous African American cyclist from Indianapolis. Sullivan has never been the best artist, but with the guidance of Mr. Marsten, his drawing is starting to take shape. At the end of class, Mr. Marsten dismisses the students and Sullivan moves to his next class.

During fourth period, beginning at 11:54 Sullivan is in English Language Arts. For the first six minutes of class, Sullivan works on the day's Bell Work, which today is quick review on Identifying theme in a passage. Ms. Clinton calls on a student to read the day's agenda and calls on Sullivan to read the learning objectives. At noon, Sullivan and his class are dismissed for Lunch A, which is for the sixth graders. At lunch, Sullivan sits with his friends and munches on his vegetarian burrito. At the end of lunch, Sullivan stays behind a few minutes with the rest of his Advisory class to help clean off the lunch tables. After returning to his English Language Arts class, Sullivan helps arrange the desks in a circle with the rest of the students. Today the students are participating in Socratic Dialogue, discussing their current reading assignment, *To Kill A Mockingbird*. The purpose of the Dialogue is for students to lead the discussion about the motives of each main character. Ms. Clinton instructs the students to take five minutes to individually gather their thoughts on their "Thought Catcher" and write down 3-4 key pieces of evidence they can site during the discussion. After the Dialogue, students complete an Exit Ticket, and Sullivan writes about what other students sald, referring to his notes that he took during the discussion. Ms. Clinton reminds students to check their uniforms and push in their chairs, and then dismisses the class.

After arriving to his fifth period Science class at 1:28, Sullivan picks up his Bell Work and guided notes papers and finds his assigned seat. Mr. Harris greeted Sullivan again, asking how his day has been so far and reminds Sullivan to start on the Bell Work right away. After going over the daily agenda and learning outcomes for the day, Mr. Harris asks students to pair and share their answers to the Bell Work, a review of yesterday's topic – farming and food production. Sullivan wants to share some of the information he found about farming and climate change, so he raises his hand. Mr. Harris calls on him, but asks him to wait until after the Bell Work. Finally, Sullivan gets to share out, and explains to the class how industrial farming contributes a lot of greenhouse gasses to the environment. Mr. Harris uses this moment as a segue to talk about the students' research assignment and asks the class to get out their tablets and research notes. He instructs students to continue researching while he comes around and checks on progress and monitors students' work. Mr. Harris has students pair and share and discuss their findings so far. For the exit ticket, Sullivan must write about his findings so far and what he expects to be the result of his research. Tomorrow students will complete their findings and confirm their hypothesis. After clean up, Mr. Harris dismisses students to their sixth period classes.

By this time of the day, 2:26, Sullivan is feeling pretty worn out. Lucky for him, his final class of the day is World Languages class, which is his favorite. Similar to his Fine Arts class, Sullivan is exposed to a variety of classical World Languages throughout the year - Latin, French, and Spanish - then chooses a focus area the following year. Right now, Sullivan and the class are studying French, and they have a practice vocab quiz today. After going over the agenda and learning outcomes, Mr. McMahon, instructs students to clear their desks for the practice quiz. It is a good thing it is practice, because Sullivan forgot to study last night. After the quiz, students grade their own work and turn it in. Sullivan gets out his tablet and headphones and opens the Duo app - for the next 15 minutes students are working through their own practice. Sullivan sees his friend Edith pull out her phone to look at Instagram – unfortunately for her Mr. McMahon also sees it and quietly asks her to hand over the phone. He reminds Edith that phones are always kept in their lockers and should never be used during the school day. After a brief discussion about French culture, Mr. McMahon instructs students to partner up and practice their recitation of the first part of The Declaration of the Rights of Man and Citizen as part of their unit on French history and culture. During the last five minutes Sullivan completes his Exit Ticket and begins to pack his things away. Mr. McMahon reminds the class that they have a mastery vocab quiz tomorrow and to practice for their recitation at the end of the week. Sullivan quickly pulls his student planner back out to write down a reminder for himself. When the bell rings, Mr. McMahon dismisses the class and Sullivan heads to Ingenium.

At the end of each regular school day, Sullivan returns to Mr. Harris' room for 26 minutes of Ingenium, which serves as a support and remediation period for all students. Today, Sullivan will work on additional Math practice through the ALEKS program. After he finishes his Math practice, Sullivan pulls out his copy of *The Lord of the Rings* and reads for the last 10 minutes.

At 3:50 students who ride the bus home are dismissed, but today Sullivan has soccer practice immediately after school, then his dad will pick him up at 5:30. He reminds himself by making notes in his daily planner to study for his French quiz and work on his Science assignment more when he gets home around 5:45.

A DAY IN THE LIFE OF A TEACHER

Ms. Sanchez is a 2nd grade teacher. She arrives at school around 7:30 every day. During a typical day, she begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, ensuring the space is clean and organized, and her materials are laid begins by going to her classroom, en

At 8 o'clock, Ms. Sanchez returns to her room in time for student entry at 8:05. As students begin entering the classroom, she warmly greets the students, engaging many in conversations about how their day was yesterday, or what they did the evening before, or what they are looking forward to that particular day. Ms. Sanchez also notices a couple of students who do not have on a complete uniform and directs them to the classroom uniform storage areas where they can get what they need before heading to the bathroom to change. For the next few minutes, Ms. Sanchez's 2nd grade class is starting to come alive students place their bags and jackets in their assigned cubbies, are chatting and laughing, and are finding students place their bags and jackets in their assigned cubbies, are chatting and laughing, and check in their way to morning activities. Ms. Sanchez also takes time to circulate around the room and check in with students as they start their day with engaging and educational activities such as puzzles, math flash card games, and self-selected reading.

The first part of the day is dedicated to a morning meeting and Ms. Sanchez is working with her students on developing their listening and sharing skills. She explains that today students will name something they learned yesterday. Ms. Sanchez chooses 4–5 students to share by pulling popsicle sticks out of a cup in order to randomize who gets to share today. After the students share, the class turns and talks to a partner about their connection to what their classmate just shared.

After their morning meeting, and a quick brain break, the class transitions into their 90-minute reading block by rejoining Ms. Sanchez on the carpet. The class is now facing the easel rather than sitting in a circle. Ms. Sanchez leads the class through a 10 minute mini-lesson on the importance of headings in circle. Ms. Sanchez leads the class through a 10 minute mini-lesson on the importance of headings in circle. During the lesson Ms. Sanchez makes sure that she clearly states her teaching point, nonfiction text. During the lesson Ms. Sanchez makes sure that she clearly states her teaching point, nonfiction text. During the lesson Ms. Sanchez makes sure that she clearly states her teaching point, of the demonstrates or models for the students, engages them in trying out what they are learning, checks for understanding, and then reinforces the teaching point before sending the students off to read understanding, and then reinforces the teaching point before sending independently Ms. Sanchez starts independently from texts at their reading level. As students are reading independently Ms. Sanchez starts independently from texts at their reading level. As students are reading independently Ms. Sanchez she grabs by circulating throughout the room to ensure all students are on task. After about five minutes she grabs by circulating throughout the room to ensure all students are on task. After about five minutes she grabs by circulating throughout the room to ensure all students are reading independently Ms. Sanchez she grabs by circulating throughout the room to ensure all students are reading independently Ms. Sanchez she grabs by circulating throughout the room to ensure all students are reading independently Ms. Sanchez she grabs by circulating throughout the reading and total Addison worked on the last time they read hadison, Ms. Sanchez looks in her notes to see what she and Addison worked on the last time they read to the reading and told Addison that "reading should sound together. She sees that she modeled

the first word that comes to mind. Mrs. Sanchez worries that this interferes with Addison's understanding of the meaning of the text. Ms. Sanchez asks Addison to pause and tell her what she has been learning in her nonfiction text about the ballet. Based on Addison's description of what she has learned, Mrs. Sanchez has confirmed that Addison's comprehension is suffering. Ms. Sanchez dives into teaching. She begins by complementing Addison on her improved pacing and gives her specific feedback by saying that she can tell Addison is working to read at the same pace at which she talks. She then asks Addison to go back and read a couple of lines on a previous page. Addison does this and this time corrects words she had previously read incorrectly. Ms Sanchez says, "I noticed that the last time you read this line you said 'starting' instead of 'staring.' This time you fixed your error while reading. Tell me about that." Addison explains that as she was reading she was confused and didn't think what she was reading made sense so she went back and reread. (A strategy that Ms. Sanchez and Addison had previously worked on.) Ms. Sanchez says, "That is exactly what readers do. They go back and reread when things don't make sense. Today I want to teach you that readers should always go back to slow down and reread when it doesn't make sense. We have been talking about reading a little faster so it sounds like you are talking but it is Important that what your reading makes sense. So, if something doesn't make sense go back and reread, and slow down if you need to." Ms. Sanchez then asks Addison to read another page. Addison makes a mistake but then stops and goes back, slows down, and rereads. Ms. Sanchez says, "Exactly. Readers always go back to slow down and reread when it doesn't make sense." Ms. Sanchez then leaves Addison with her reading and confers with three more students.

Around 9:45, depending on class stamina for reading, Ms. Sanchez calls the class back together and asks Eric to share what he noticed today while reading a book about sharks. Eric explains that each page was about a different type of shark and a heading on each page told the reader what type of shark would be discussed on the page. Ms. Sanchez uses this as an opportunity to reinforce the teaching point from her mini-lesson.

Next, Ms. Sanchez leads the class in a word study activity. Today, students have cards with chunks on them such as "sp" "en", and "lat." After each student has a card, they must move around the room and work to find a partner to combine their card with that will produce a real word. After everyone has paired up, each pair reads their word to the class. The class repeats this a few times, as time allows. After this, the class transitions to small group instruction and literacy centers. Ms. Sanchez walks around the rooms and helps students as they get started with center activities tailored to their individual needs such as working on Lexia Core 5, reading with a partner, listening to audio books, working in a small group with the special education teacher who pushes in during this time, practicing sight words with a parent volunteer, or writing about their reading. After the classroom has settled into a productive buzz, Ms. Sanchez joins her small group of students who are already reading the books they worked on in previous lessons as a warm up while they wait for Ms. Sanchez. Ms. Sanchez sits next to one student and asks them to read yesterday's book to her as she does a quick running record to analyze the student's reading and strategies the student is using. After this Ms. Sanchez asks the group to finish their reading so that they can begin today's lesson. Ms. Sanchez introduces a new title to the students and gives them each a copy of the book. She asks them to look closely at the front cover and to share what they think the book might be about. After this discussion, she asks the students to turn to specific pages so she can pre-teach a couple of vocabulary words she knows they might struggle with. The group then turns back to the cover of the story and Ms. Sanchez asks Jenny to read the title of the story. Using the context clues provided by their discussion thus far, Jenny is able to read the title for the group. Ms. Sanchez and the group then open up the book to the first page. Ms. Sanchez reads the first page and then asks the students to each read the rest of the books to themselves in a whisper voice. While students are doing this, Ms. Sanchez listens in to each student reading and takes notes on their strengths and weaknesses. She notices that all of the students in the group are reading the story word by word for the most part and are not using longer phrasing while reading. After she has checked in with each student and all students have read the book at least once, Ms. Sanchez leads the groups in a short lesson on reading in longer phrases by teaching the students to go back and reread when they notice they are working hard to figure out the words. After reinforcing the teaching point Ms. Sanchez uses the final few minutes of her group to listen in again as the students read today's story. Ms. Sanchez then rings chime and the students begin cleaning up there centers and moving to their second activity for the day. As before, Ms. Sanchez, circles around the room helping students to get settled and ensuring everyone is on task before leading a second reading group. After the second group finishes, Ms. Sanchez rings the chime again and the students clean up their activities and return to their seats. Ms. Sanchez thanks them for their hard work today as readers and calls the class a table at a time to line up for recess.

At 10:30, the class heads outside for recess. While outside at recess two boys come up to Ms. Sanchez arguing about who was playing with the basketball first. Ms. Sanchez reminds the students that one of the school's behavior expectations is to be kind to one another. She asks the students how they could show kindness in this situation. After a moment, one of the boys reluctantly says that they could take turns with the basketball and the other agrees. Ms. Sanchez asks, "Are you sure that will work?" The boys smile and say that they are sure it will work. Ms. Sanchez then encourages the students to go back to the court. After a few more minutes of monitoring and talking with students, Ms. Sanchez notices that Jala does not seem like her warm and bubbly self, so Ms. Sanchez took the opportunity to ask Jala how she was doing. Jala informed Ms. Sanchez that her grandmother was sick and she was worried. Ms. Sanchez listened to Jala's concerns for a few minutes and then walked with her inside while the other 2nd grade teachers continued to monitor recess. Ms. Sanchez then connected Jala with the school social worker so that they could talk more about how Jala was feeling. After, being sure that Jala was comfortable, Ms. Sanchez rejoined recess.

At 10:55 the second grade teachers call the students to line up and head inside. After a quick stop by the restroom and classroom to pick up lunchboxes, the class is headed to lunch.

Once a week during lunch, Ms. Sanchez sits with her class rather than eating in the teachers' lounge. She used this opportunity to connect with students and learn about their families, interests, and whatever else they may want to share.

By 11:30 the class has lined up and is ready to head back to the classroom for writing. The class joins Ms. Sanchez on the carpet for the day's writing mini-lesson. Ms. Sanchez follows the same predictable structure for Writing Workshop as she does for Reading Workshop. This consistency helps students to

feel ready and supported in their new learning. During the lesson, Ms. Sanchez makes sure that she clearly states her teaching point, demonstrates or models for the students, engages them in trying out what they are learning, checks for understanding, and then reinforces the teaching point before sending the students off to work on their independent writing. Today's lesson is about varying punctuation in writing. Ms. Sanchez begins by saying, "Writers, we have been working hard on writing letters to convince our families to let us get a new pet. Today I want to teach you that adding changing punctuation can help your arguments stand out." Ms. Sanchez then revisits her letter that the class has been writing together on the easel. "In my letter, I give three reasons why we should get a dog at home. My second reason is that dogs are loyal. I think it might be more interesting if I change that into two sentences and have the first one be a question. Ms. Sanchez revises her writing while reading aloud. "Do you want a pet that is loyal and kind? Then we need a dog!" "Writers, do you see what I did there? While saying the second sentence I realized I could use an exclamation point." Ms. Sanchez reinforces this by saying the sentence twice with different intonation based on the ending mark. "So, when I am writing, it helps to use more than just periods. What do you all think about using exclamation points for every sentence? The class gives this a resounding "No!" Ms. Sanchez asks, "Why wouldn't I want to do that? Malik?" Malik explains that the entire letter would sound like you are shouting which would not be persuasive. Ms. Sanchez then asks the class to try it out by handing students three sentences and asking them to find a place to add something other than a period. After a couple of minutes Ms. Sanchez asks the class to turn to a partner and talk about how they changed the sentences. She listens in to each pair to do a quick check of the classes understanding. Based on what she hears, Ms. Sanchez believes that the class is grasping today's lesson. She asks one pair to share their thinking with the class and then reinforces the teaching point by saying, "Writers, we know that changing punctuation can help our writing stand out. So today, I want you to take a look at your writing and think about what punctuation you might add or change to make your arguments stronger." Ms. Sanchez then sends the students off to work on their writing.

After making sure the class is settled, Ms. Sanchez grabs her conferring kits and moves about the room to confer with writers on her list for today. Just as in reading, Ms. Sanchez researches what the student is currently doing, refers to previous conferring notes, she makes a decision about a strength to praise and a struggle to teach into today. She gives the student specific feedback, models the teaching point for the student, remains as the student tries this out, and then takes notes about today's work before reinforcing the teaching point and moving to confer with another student.

At 12:00 the class gathers back on the carpet and Ms. Sanchez reinforces today's teaching point by asking one of the students she conferred with today to share the changes she made to her punctuation with the class. Ms. Sanchez then restates the teaching point one last time before asking the students to line up for classical studies.

From 12:15-12:55 students participate in one of three classical studies classes on a three-day rotation. These are Music, Art, and Global Studies. (During global studies students study three languages from around the world and the cultures of the people who speak those languages. Every 12 weeks the language studied will change. Throughout the year, students will study Spanish, French, and Latin.) Then from 12:55 to 1:30, students participate in expanded or related studies classes on a three-day rotation. These

classes are Physical Education, STEM, and Technology. While students are in these classes, Ms. Sanchez is hard at work: From 12:20 to 12:50 Ms. Sanchez meets with her grade level team to discuss lesson planning and collaborate as a team. Today, the team is discussing their next science unit. They refer to the curriculum map and discuss what the first week of lessons will look like. Mr. Craig shares a strategy that worked well for him last year to introduce the concept of water changing the shape of land by utilizing that worked well for him last year to introduce the concept of water changing the shape of land by utilizing sand in the kindergarten sensory tables. Ms Sanchez sends an email to the Kindergarten team asking if they can utilize the tables the following week. Meanwhile, the third member of the team, Mrs. Montgomery, looks at the IDOE resource guides to help the team generate other ideas for the unit. At least once a week, the Director of Curriculum and Instruction Joins these conversations to support and guide the team. This work helps the team be instructionally unified and keeps the pacing of each class closely aligned.

From 12:50 to 1:30, Ms. Sanchez spends time working in her classroom preparing for future lessons, calling families, and more informally collaborating with colleagues. She starts by calling Andrea's mom to share some good news. Andrea sometimes struggles with behavior, but over the last two weeks Andrea's behavior has continued to improve, and Ms. Sanchez wants to share the good news. Andrea's mom is delighted to hear the news and thanks Ms. Sanchez for the phone call. Next, Ms. Sanchez prepares lessons and materials for the following week based upon her grade level collaboration time. She also takes a moment to stop by the front office to drop off some paperwork that students turned in that morning and check her mailbox. She then stops to speak with the special education teacher, Miss Davis, to collaborate with her on providing services to a new student with special needs. Ms. Sanchez wants to ensure she has the needed materials to make his time at school as successful as possible. Ms. Sanchez then returns to her room just in time to check email before running to the restroom and then picking up her class.

At 1:30 Ms. Sanchez picks the class up from their Related Studies class and they head back to the classroom for math instruction. Like with reading and writing, Ms. Sanchez starts with a mini-lesson before students engage in Independent work. During the lesson, Ms. Sanchez makes sure that she clearly states her teaching point, demonstrates or models for the students, engages them in trying out what they are learning, checks for understanding, and then reinforces the teaching point before sending the students off to work on their independent work. Today, the class is continuing to work on understanding regrouping in subtraction. Ms. Sanchez gathers the class in a circle on the carpet and reminds the class that when mathematicians subtract they sometimes have to regroup and compose or decompose tens or hundreds. She writes the following subtraction problem on a large white board: 842-561. Since the class has been working on this concept for multiple days, Ms. Sanchez takes less of a leading role today and guides students through the problem by asking various students to complete different steps. Charles lays out base ten blocks in the middle of the floor and then students take turns modeling the steps of the subtraction problem as Ms. Sanchez asks gulding questions and reinforces their thinking with mathematical language such as "regrouping." As students model the problem with base 10 blocks, the other students are writing out the work on their individual white boards. The class repeats this with three more problems and then Ms. Sanchez asks the students to go back to their seats and has Erika pass out math papers with regrouping problems. Each students has a set of base ten blocks to use as needed and can move to another area in the room if they need to spread out.

As the class gets started, Ms. Sanchez pulls a group of three students who have been struggling with this concept over to a table so that they can work through some of the problems together. Ms. Sanchez supports the group with a combination of modeling, guided practice, and independent practice with monitoring. Ms. Sanchez leaves the group from time to time to circulate around the room and check in on other students' progress. Just before 2:30, Ms Sanchez calls the class back to their tables and collects their work.

The class then prepares to go to other classrooms for their differentiated support time. Ms. Sanchez stands in the hallway and sends her students in groups to other nearby classrooms. She also greats students coming to her classroom for the differentiated support time. As students enter her room, they follow the expectations Ms. Sanchez has put in place for this time by grabbing the needed materials for their work: a note taking page, their reading binder, a clipboard, and a pencil. The students move chairs into a circle on the carpet and place their binders next to them to refer to as needed. As the students finish getting their materials ready Ms. Sanchez finishes monitoring in the hallway and comes in to join the group. Ms. Sanchez leads a group of high ability students during this time who are working through various novels. Currently, they are reading their second Boxcar Children Mystery. The note-taking sheets have discussion questions based upon the chapter they read last night. A student in the group is designated as the discussion leader this week and begins the discussion. Ms. Sanchez helps to facilitate the discussion as well by encouraging students to build off one another and asking questions that encourage students to go deeper in their thinking. For example, today the students are debating what action Benny will take next in the story and Ms. Sanchez points out that in series like this characters often behave in similar ways throughout all of the books. She asks the students to think about this as they consider what Benny will do next. This leads the students to connect ideas from the previous book together with this one and facilitates a deeper dialogue.

During this time, Ms. Sanchez is also taking notes on student strengths and struggles to share with their classroom teachers. Ms. Sanchez will also receive notes from the teachers who currently have her students and these notes can provide valuable insight from another educator's perspective. At 3:05 Ms. Sanchez asks the group to wrap up and reminds them about their reading assignment for tomorrow. Ms. Sanchez then asks the students to line up and sends them back to their classroom as she greets her students who are now returning from other classrooms.

Once all of her students have returned, they begin their social studies time. The class has been studying maps and their features, and they are currently working in groups to create maps of the different parts of the neighborhood with the goal of combining the maps to create one large neighborhood map. Ms. Sanchez reminds the students of the rubric that will be used to grade their work and answers any questions the students have before they continue working. As the students work, Ms. Sanchez takes notes on both the academic standards students are meeting including identifying cardinal directions and local landmarks as well notes on students ability to collaborate with a team. Ms. Sanchez guides student work by pointing them back to the rubric to ensure they have all of the necessary features on their map.

At 3:30, Ms Sanchez gives the class a 10-minute warning and then at 3:40, she asks the students to finish up for the day.

Ms. Sanchez then calls students by table to get the mail out of their mailbox, grab their take-home folder, and pack up for the day. At 3:50 students who are in the after school program walk to the gym and the students who are car riders walk to the front office. Ms. Sanchez gives each student a high five or hug as they leave for the day and tells them she looks forward to seeing them tomorrow. Ms. Sanchez then walks with the rest of her students to the buses. Outside the students follow Ms. Sanchez as she goes down the line bus by bus and calls students. As each student gets on the appropriate bus, Ms. Sanchez checks off their name on her list and is sure to give them a high five or a hug. She then stands outside to wave the busses off with the other teachers before returning to the building.

It is now Just after 4, and Ms. Sanchez spends a few minutes tidying up the room and preparing materials for the next day. She answers emails she has received while teaching this afternoon and calls a parent to set up a time to meet the following week. At 4:30, Ms. Sanchez heads home with a stack of papers to grade but also looks forward to a quiet evening at home that will help her rejuvenate before tomorrow.

SCHOOL SPECIFIC GOALS

In accordance with the Performance Framework, the replicated school will have School Specific Goals. Please see Appendix three for complete details and rubrics for each of the following goals:

Summary Sheet: School-Specific Goals and Assessments

School Name: Herron Preparatory Academe – Herron High School Replication

Mission Statement: Herron Preparatory Academe is a community of scholars that advances timeless ideas and content, builds a culture of respect and trust and engages in an urban environment in order to prepare students to be world-class citizens.

Non-academic Goal I: Wellbeing Program

Herron Preparatory Academe will provide a program for faculty/staff members to increase their physical, mental, social, and emotional health through multiple opportunities to engage in a variety of activitles designed to increase their wellbeing.

Annual Target: At least 80% of staff/faculty engages in one or more of the activities organized by the wellbeing committee during the academic year.

Assessment Tools & Measures: The human resources staff and wellbeing committee will track events and staff/faculty participation. Periodic surveys will be conducted during professional development and Individual meetings to assess overall staff/faculty wellbeing as it relates to the work environment,

Rationale for Goal and Measures: Individual wellbeing is crucial for maintaining a culture of collaboration and respect and a work environment in which every member feels valued and an integral part of the school community. Integral to the school's mission of building a culture of respect and trust, the wellbeing committee will be tasked with creating opportunities to increase health and moral which will then positively affect performance as educators and leaders of students at the school.

Assessment Reliability and Scoring Consistency: Scoring will consist of tracking participation in wellbeing committee sponsored events.

Baseline Data: As the launch date of the new school approaches, the school's leadership team will meet with staff/faculty to make a collaborative assessment of individual wellbeing. This data is naturally subjective in nature but will provide an overall sense of community wellbeing and stress management as the school prepares to open.

GOAL: Creating a culture that promotes the wellbeing of our staff and students is a key initiative for the new school. A Wellbeing Committee that will consist of staff volunteers who meet monthly, with executive participation quarterly, to create opportunities for staff members to increase their physical, mental, social, and emotional health, which will then affect their performance as educators and leaders of students at the school. Key initiatives for the wellbeing committee will include the following: Committee-led social event every other month in order to allow staff the chance to spend quality time with each other, grow relationships, and create partnerships in a low-stress setting Creation of on-site fitness classes to promote physical fitness Dedication of 30 minutes per month at professional development training related to wellbeing and Additional committee-led activities, such as a running club, a biking club, and wellness campaigns Approaching Standard Meets Standard Exceeds Standard Does Not Meet Standard Calendar Year Charter Year ess than 40% of At least 65% of At least 80% of At least 40% of staff/faculty staff/faculty engage in staff/faculty engage In staff/faculty engage in engage in one or more of one or more of the one or more of the one or more of the the activities organized by activitles organized by activities organized by 2020-2021 activities organized by the wellbeing committee. wellbeing committee. the wellbeing the wellbeing committee. committee. Less than 40% of At least 65% of At least 80% of At least 40% of staff/faculty staff/faculty engage in staff/faculty engage in staff/faculty engage in engage in one or more of one or more of the one or more of the one or more of the the activities organized by activitles organized by activities organized by 2021-2022 activities organized by the wellbeing committee. wellbeing committee. the wellbeing the wellbeing committee. committee. Less than 40% of At least 80% of staff/faculty engage in staff/faculty engage in At least 65% of At least 40% of staff/faculty one or more of the one or more of the staff/faculty engage in activities organized by engage in one or more of activitles organized by one or more of the wellbeing committee. the activities organized by the wellbeing activities organized by 2022-2023 the wellbeing committee. committee. the wellbeing committee. Less than 40% of At least 40% of staff/faculty At least 65% of staff/faculty engage in At least 80% of staff/faculty engage in engage in one or more of 2023-2024 staff/faculty engage in one or more of the one or more of the one or more of the

		the wellheing	activities organized by the wellbeing committee.	the activities organized by the wellbeing committee	ctivities organized by weilbeing committee.
5	2024-2025	At least 80% of staff/faculty engage in one or more of the activities organized by the wellbeing	At least 65% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 40% of staff/faculty	Less than 40% of staff/faculty engage in one or more of the activities organized by wellbeing committee.
6	2025- 2026	committee. At least 80% of staff/faculty engage in one or more of the activities organized by the wellbeing	At least 65% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 40% of staff/faculty engage in one or more of the activities organized by the wellbeing committee	one or more of the activities organized by wellbeing committee.
7	2026- 2027	committee. At least 80% of staff/faculty engage in one or more of the activities organized by the wellbeing committee.	At least 65% of staff/faculty engage in one or more of the	engage in one	one or more of the

Non-academic Goal II: Articulating the Classical Education

100% of faculty members will effectively articulate the meaning, process, and value of a classical education.

Annual Targets: All faculty members will be able to articulate the meaning of a classical education, the process of educating students using the classical model, and the value of classical learning.

Assessment Tools & Measures: the leadership team will use quarterly surveys during Professional Development sessions to measure the level of understanding from the faculty.

Rationale for Goal and Measures: A classical liberal arts education applies the grammar, logic, and rhetoric stages of the Trivium to all subject areas. It provides a logical system by which to organize material, process thought, identify relationships, and form original ideas with the ability to articulate those ideas effectively. It is important that all Herron Preparatory Academe teachers can effectively articulate the nature of classical education to students and stakeholders. Becoming more classical articulate the broad internalization of the classical concept. Thus, Herron Preparatory Academe's goal to become more truly classical is conceptual.

Assessment Reliability and Scoring Consistency: Surveys to assess understanding of Trivium and its application in the classroom each day will be used in professional development at key intervals throughout the year.

Baseline Data: Faculty will participate in an initial survey (pre-assessment) at the beginning of the school year in order to determine their ability to articulate the meaning and value of a classical education.

Non-academic Goal II - Articulating the Classical Education

as. It pro	vides a logical sys	bility to articulate the	ose ideas effectively. I	stages of the Trivium s thought, identify rela n order to be fully classical education well end e benefits derived fror	ough to articulate
narter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Standard
latter rear	2020- 2021	members will effectively r articulate the meaning,	members will effectively in articulate the meaning,	0% or more of faculty nembers will effectively	Less than 50% of faculty members will effectively articulate the meaning, process and value of a classical education.
2	2021- 2022	members will effectively articulate the meaning,	members will effectively	50% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	Less than 50% of faculty members will effectively articulate the meaning, process and value of a classical education.
3	2022- 2023	100% of faculty members will effectively articulate the meaning, process and value of a classical education.	75% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	50% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	Less than 50% of faculty members will effectively articulate the meaning, process and value of a classical education.
4	2023- 2024	100% of faculty members will effective articulate the meaning process and value of a classical education.	75% or more of faculty ly members will effectively , articulate the meaning, process and value of a classical education.	50% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	Less than 50% of faculty members will effectively articulate the meaning, process and value of a classical education.
5	2024- 2025	100% of faculty members will effective articulate the meaning process and value of a classical education.	75% or more of faculty members will effective g, articulate the meaning process and value of a classical education.	articulate the meaning,	the meaning, proces and value of a classi- education.
6	2025- 2026	tr	75% or more of faculty wely members will effective ng, articulate the meaning	process and value of a	Less than 50% of faculty members will effectively articulate the meaning, proceund value of a class education.

7	2026- 2027	members will effectively articulate the meaning,	75% or more of faculty members will effectively	50% or more of faculty members will effectively articulate the meaning, process and value of a classical education.	Less than 50% of faculty members will effectively articulate the meaning, process and value of a classical education.
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Academic Goal I – Percentage of Students at Grade Level
Students will be at, or exceed, grade level reading and math NWEA scores; or students will meet, or exceed, their NWEA growth targets in both reading and math.

Annual Targets: 85% of students that attend for a minimum of 162 days will be at grade level in Reading and Math, based on NWEA RIT norms; or students meet their NWEA growth targets in both Reading and Math.

Assessment Tools & Measures: NWEA assessment data

Rationale for Goal and Measures: It is important that Herron Preparatory Academe ensures its students are moving on to secondary and post-secondary education opportunities fully capable and prepared for all academic challenges. A large barrier that many students face entering into high school and college is reading and doing math below grade level. Analyzing NWEA RIT scores multiple times each year will allow our educators to target specific students and bridge specific skills gaps in reading and math.

Assessment Reliability and Scoring Consistency: NWEA assessments will be given twice annually – fall and spring. NWEA RIT norms are standardized and recognized nationally as a reliable indicator of ability and growth.

Baseline Data: baseline data will be taken during the fall NWEA assessment.

OAL: St IWEA gr	udents will be owth targets in	at, or exceed, grade lev both reading and mat	vel reading and math h h.	NWEA scores; or students will meet, o	or exceed, then
	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
Charter Year	2020- 2021	More than 85% of students are at grade level OR have met their NWEA growth targets in both	85% of students are at grade level OR have met their NWEA growth targets in both	70-84% of students are at grade	Below 70% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.
2	2021- 2022	Reading and Math. More than 85% of	Reading and Math. 85% of students are at grade level OR have met their	70-84% of students are at grade level OR have met their NWEA	Below 70% of students are at grad level OR have met

		their NWEA growth targets in both Reading and Math.	NWEA growth targets in both Reading and Math.	growth targets in both Reading and Math.	their NWEA growth targets in both Reading and Math.
3	2022- 2023	More than 85% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	85% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	70-84% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	Below 70% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.
4	2023- 2024	More than 85% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	85% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	70-84% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	Below 70% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.
5	2024- 2025	More than 85% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	85% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	70-84% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	Below 70% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.
6	2025- 2026	More than 85% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	85% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	70-84% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	Below 70% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.
7	2026- 2027	More than 85% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	85% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	70-84% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.	Below 70% of students are at grade level OR have met their NWEA growth targets in both Reading and Math.

Academic Goal II - Academic Progress Monitoring

Annual Targets: Teachers will engage in targeted individual progress review and skill-gap identification with 100% of students on a weekly basis.

Assessment Tools & Measures: Progress review data tracker, lesson plans,

Rationale for Goal and Measures: In order for students to be successful, they need to have a full understanding of where they are academically and what skills they need to focus on improving. This means they need to understand their current academic status; which, if any, skills are below mastery; what remediation opportunities exist to support mastery. Quarterly grade reports are helpful, but in many cases come too late for students to fully address any skills gaps. While students and families have access to this information any time by logging in to PowerSchool, an individualized weekly academic progress check with teacher input will help students meet their academic goals. This check will take various forms, depending on grade level, but teachers will engage with at least 90% of students in a check of their progress each week. Any students that miss their weekly check will have a follow-up conversation with the teacher at the start of the following week.

Assessment Reliability and Scoring Consistency: a common progress review tracker will be utilized to collect necessary data.

Baseline Data: Baseline data does not apply to this goal.

iOAL: Aca pap identif	demic Progre ication with (ss Monitoring - Teachers 100% of students on a we Exceeds Standard	eekly basis.	Approaching Standard	Does Not Meet Standard Less than 70% of students
Year	Year	students receive weekly reviews of their academic th	ceive weekly reviews of elr academic progress nd identification of skill	70-79% of students receive weekly reviews of their academic progress and identification of skill gaps.	receive weekly reviews of their academic progress and identification of skill gaps. Less than 70% of students
2	2021- 2022	of skill gaps. Greater than 90% of 8 students receive weekly	aps. 10-89% of students eceive weekly reviews of their academic progress and identification of skill	70-79% of students receive weekly reviews of their academic progress and identification of skill gaps.	receive weekly reviews of their academic progress and identification of skill
3	2022- 2023	of skill gaps. Greater than 90% of students receive weekly reviews of their academic progress and identification of skill gaps.	gaps. 80-89% of students receive weekly reviews of their academic progress and identification of skill gaps. 80-89% of students	identification of skill gaps	receive weekly reviews of their academic progress and identification of skill gaps. Less than 70% of students
4	2023- 2024	Greater than 90% of students receive weekly reviews of their academic progress and identification	receive weekly reviews of their academic progress and identification of skill gaps.	weekly reviews of their academic progress and identification of skill gap	their academic progress and identification of skill gaps.
5	2024- 202	progress and identification	80-89% of students receive weekly reviews their academic progress and identification of ski gaps.	academic progress and ill identification of skill ga	their academic progress and identification of skill gaps. I less than 70% of student
6	2025- 207	of skill gaps. Greater than 90% of students receive weekly reviews of their academic progress and identification.	80-89% of students receive weekly review: their academic progre- and identification of si- gaps.	academic progress and identification of skill g	receive weekly reviews of their academic progress and identification of skill aps.
7	2026- 20	of skill gaps. Greater than 90% of students receive weekly reviews of their academi progress and identification of skill gaps.	80-89% of students receive weekly review their academic progri	lacademic progress or	their academic progression and identification of ski

Curriculum at all grade levels will reflect Indiana State Standards and will be designed to prepare CURRICULUM students for the rigor they will encounter at an Indianapolis Classical Schools high school campus. Working collaboratively with the network leadership, curriculum development will be the responsibility of the Director of Elementary Instruction and the Director of Middle School Instruction.

irade/Subject	Curriculum/Texts	Alignment to IAS	Additional Notes
-8 Literacy	-Units of Study for Teaching Reading by Lucy Calkins -Units of Study for Teaching Writing by Lucy Calkins -Junior Great Books -Lexia Core 5 -Fountas and Pinnell Benchmark Assessment System -Leveled Literacy Intervention	are aligned to the CCSS. (See attachments 1-4)*. The standard correlation documents provided by the IDOE will be utilized to ensure alignment to the IAS. (See attachments 5-13). Teachers will	-Units of Study will be used for curriculum and scope and sequenceJunior Great Books will be used for texts to support the curriculumLexia Core 5 will be used to supplement reading instruction for all students in grades K-3 and as an intervention for students in grades 4-5The Fountas and Pinnell Benchmark Assessment system will be used in grades K-8 to track students reading levels 2-3 times a yearLeveled Literacy Intervention will be used in Grades K-8 as a resource to supported accelerated reading growth for students behind grade level expectations.
K-8 Math	-Eureka Math -Developing Number	The curriculum I aligned to the CCSS. (See	-Eureka Math will be the core curriculum used in grades K-8.

by Ka	arthy and stan corr doc pro IDC util alig IAS (See 16 Te mid dip pti	dard for elation will dere will be ized to ensure ment to the ized to ensure mand istruction to iscuss lesson lans and ensure mat students are in track to meet all IAS by the end of the year. In math, we know units will need to the differences in standards. These decisions and additions will be reflected in finalized curriculum maps which will be complete by Spring of 2020.	versides hands on
K-5 Science	-Foss Science Modules and Kits -IDOE Resource Guides	Curriculum map will be complete by the Spring of 2020 based on the IAS. (See	ed experiments for students which is extending of science

		28.) Teachers will meet weekly with	resources in grade level kits should be redesignated to another grade level. The resource guides provided by the IDOE will also be used as supplementary materials. These can be located at: https://www.doe.in.gov/standards/science-computer-science
c-5 Social Studies	-National Geographic Panorama Series -National Geographic Ladders Series -IDOE Resource Guldes	Curriculum maps will be completed by the Spring of 2020 based on the IAS. (See attachments 29-32.) The Panorama series Is based on CCSS so correlations will be made as a part of the curriculum mapping process. Teachers will meet weekly with the Director of Curriculum and Instruction to discuss lesson plans and ensure that students are on track to mee all IAS by the enof the year.	
6-8 Social Studies	-National Geographic World History	-Curriculum ma will be complet by the Spring o 2020 based on	ed 6-8 to support the reading and

	Great Civilizations -National Geographic U.S. History American Stories -The DBQ Project -Read Like A Historian - Stanford History Education Group -Advance Placement - The College Board	the IAS. (See attachments 29-32.) -The National Geographic texts meet the content requirements of the IDOE Social Studies standard -The DBQ Project curriculum meet the literacy requirements of the IDOE Social Studies standard -Teachers will meet weekly we the Director of Curriculum and Instruction to discuss lesson plans and ensithat students on track to mall IAS by the of the year.	writing s t t s ds ds ith
6-8 Science	e -Interactive Science -Project STEN -Advanced Placement - College Boar	The the IAS. (Se	larger Science curriculum. -Pre-AP Biology will be offered to students who Intend to take AP-level science courses at the high school - ctive tts ontent nts of social andards the

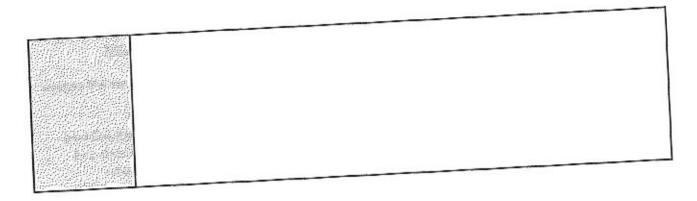
		Science Standards (NGSS) -Teachers will meet weekly with the Director of Curriculum and Instruction to discuss lesson plans and ensure that students are on track to meet all IAS by the end of the year.	
5-8 College/Career Readiness	- Naviance	- The Naviance curriculum aligns with the IDOE Counseling Competencies for Students, focusing Academic and Career Development	- The Naviance curriculum provides a pre- and post-test for each grade level to measure growth - Each grade level has 16 modules that are typically between 15 and 20 minutes in length. These modules can be completed during our morning Advisory time
K-8 Social- Emotional Learning	- Second Step	- The Second Step curriculum aligns with the IDOE Counseling Competencies for Students, focusing on Social/Emotional Development	- The Second Step curriculum provides students with short (20-45 min.) weekly lessons at each grade level that focus on empathy, impulse control, anger management, self-reliance, positive approach-coping, caring-cooperative behavior, suppression of anger, consideration of others, and social competence

Elementary Lesson Plan - 2nd Grade Reading (see appendix for accompanying reading material)

	son Plan - 2 nd Grade Reading (see appendix for a	and of complexity	
TATE STANDAROS ADDRESSED	 2.RN.1: Read and comprehend a variety of nonflction within a range of complexity appropriate for grades 2-3. By the end of grade 2, scholars interact with texts proficiently appropriate for grades 2-3. By the end of the range and with scaffolding as needed at the high and independently at the low end of the range and with scaffolding as needed at the high end. 2.RN.3.1: Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text. 		
TRIVIUM- BASED LEARNING OBJECTIVES Grammar (G), Logic (L), Rhetoric (R) Scholars will be	Scholars will be able toRecord important facts from non-fiction texts (-Use non-fiction features such as the headings a -Categorize information from a non- fiction text	t Into topics (L)	
able to	n interest	Readers organize non-fiction into topics to help them remember information.	
CLASS OPENING/MIN I-LESSON (10-15 mln.)	Connect Students learn why today's instruction is important to them as readers and how the relates to their prior work. The teaching poistated.	esson look at a list of words displayed for 10 seconds. I will then ask them to jot down the words they remember. We will repeat this with a new list of words and the prompt to think about two categories, home and school. We will then discuss the activity and consider if categories made recall easier.	
		-What does this have to do with reading non-fiction? Readers, I know you have been studying non-fiction and the different types of non-fiction. I also know you have questions you would like to find answers to. When we go to find answers to our questions it can sometimes be overwhelming. So, today I want to teach you that readers	

cher shows the students how readers go oing whatever is being taught. We may y demonstrating (modeling how and when use this strategy or concept in their work	organize non-fiction into topics to help them remember information. -Demonstrate with excerpt about octopuses -Look for pop-out lines (like headings) -Read excerpt and jot notes -Talk about pop-out line (main idea)
han simply telling what readers do); ng and showing an example; involving the a shared inquiry; or taking them through	and Bullets -As I read, I stopped to think about main idea I noticed because readers organize non-fiction into topics to help them remember information.
e teach something, students are given a to quickly practice what has just been or to share noticings about the stration in order to understand a kind of g about reading that they can try in their	Now we are all going to try it out. Introduce excerpt we will study (Chosen from a class mentor text.) Review idea of pop-out line (main idea) and bullets Give students time to read through excerpt and record noticings Gather group and share observations
It to the scholars growing repertoire. 's are reminded that today's lesson	So readers, when you are reading non-fiction, I want you to remember that readers organize non-fiction into topics to help them remember information.
	ing and showing an example; involving the a shared inquiry; or taking them through practice. Engagement e teach something, students are given a to quickly practice what has just been or to share noticings about the stration in order to understand a kind of a about reading that they can try in their ork. Incher reiterates what has just been taught, it to the scholars growing repertoire. It to the scholars growing repertoire is are reminded that today's lesson as not only to today, but to everyday.

ACTIVITIES (20-25 min. blocks) - Indicate CFUs (mastery and/or practice)	The teacher will circulate the room checking in and conferring with scholars to ensure scholars are using the strategy just taught. The teacher will take notes during individual conferences with scholars to track strengths and weaknesses as well as note class understanding and application of the teaching point. (This information will be utilized to inform future lessons and conferences. It will also help inform if the class as a whole is understanding today's lesson.)	After the mini-lesson, students will engage in independent reading. During this time they will read and take notes from their non-fiction texts and organize those notes into topics.
CLASS ENDING/EXIT TICKET/WRAP- UP (5-10 min.)	-During the last five minutes of the lesson, the teacher will gather the class back together and point out the work of one or two scholars that reinforces today's teaching point. -Collect scholar notes from the mini-lesson as an exit ticket.	
MATERIALS/ RESOURCES NEEDED	-Memorization Game Slides -Mentor Text -Enlarged Octopus Article -Easel -Marker -Scholars' Books -Post-Its -Paper -Pencils	
NOTES/ REMINDERS		



Middle School Lesson Plan – 6th Grade

	WEDNESDAY, SEPTEMBER 16, 2020			
DATE				
STATE STANDARDS ADDRESSED	Early and Classical Civilizations: 1900 B.C.E to 700 C.E. • 6.1.1 Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica.			
TRIVIUM-BASED LEARNING OBJECTIVES Grammar (G), Logic (L), Rhetoric (R)	 Scholars will be able to Define the concept of democracy (G) Explain at least one advantage/disadvantages of democracy as a form of government (L) Identify and explain the key political, social, and economic characteristics of Roman Republic (G, L) Use historical evidence to support a claim (How democratic was the Roman Republic?) (L, R) 			
CLASS OPENING/DO NOW/BELL WORK (5 min.)	Scholars pick up Bell Work response sheet and Roman Republic guided notes/challenge questions, and sit in assigned seats. Begin working on the Big Question of the day: • "What is democracy?" • Scholars use their text to look up and define democracy. • Answer the following questions on response sheet using complete sentences 1. What are the advantages of having a democracy as a form of government? 2. What might be some disadvantages?			

ACTIVITIES (15-20 min. blocks)

- Indicate CFUs (mastery and/or practice)

TEACHER ACTIONS

- Take attendance, monitor scholars as they complete Bell Work check for correct definitions of democracy, several examples of advantages/disadvantages, use of complete sentences
- Facilitate discussion of Bell Work (pair+share, cold call on large group) [CFU - practice]
- Facilitate short lecture on basics of Roman Republic, discussion of Challenge Questions (pair+share, cold call on large group) [CFU practice]
- Hand out primary source documents and guiding questions. Facilitate read-aloud and discussion of questions (pair+share, cold call on large group) [CFU – practice]
- Hand out final response/discussion sheet - Was the Roman Republic really democratic?
- Monitor scholars as they complete the final response - look for use of evidence, complete sentences [CFU - practice]
- Facilitate final discussion (pair+share, cold call on large group) [CFU - practice]
- Hand out the Exit Ticket [CFU practice]

SCHOLAR ACTIONS

- Completion of Bell Work
- Pair+share answers, share out as a large group
- Fill in guided notes, answer challenge questions (pair+share answers, share out as large group)
- Scholars take turns reading primary sources out loud, answer guiding questions (pair+share, share out as large group)
- Scholars individually complete the final response – use complete sentences, underline evidence
- Scholars pair+share their final thoughts, share out as large group
- Complete the Exit Ticket, turn in on the way out of the room

CLASS ENDING/EXIT TICKET/WRAP-(5 mln.)

Scholars answer three multiple choice questions that measure understanding of democracy and the Roman Republic.

- The Roman Republic was designed to
 - a. promote trade and commerce.
 - b. centralize power in one person.
 - c. respond quickly to military attacks.
 - d. incorporate checks on the power of different parts of government,

	 Electing tribunes and displaying the Law of the Twelve Tables a. benefited patricians and other wealthy citizens. b. showed the influence of the Etruscans. c. provided some protection for plebelans against unjust treatment by patricians. d. violated the constitution hammered out by patricians and plebelans. In what way could tribunes check the power of the elected magistrates? a. by vetoing laws b. by vetoing the actions of the magistrates c. by controlling the magistrates' budget d. by passing laws
NEXT TIME	What happened to the Roman Republic? How does the Republic compare to other forms of government in the Western world during this time?
MATERIALS/ RESOURCES NEEDED	Roman Republic PowerPoint Copies of Bell Work response sheet Copies of guided notes/challenge questions Copies of primary source documents Copies of primary source guiding questions Copies of final response sheet Copies of Exit Ticket
NOTES/ REMINDERS	

METHODS OF PUPIL ASSESSMENT

Students will participate in formal and informal assessments throughout the year. In addition, assessments will be given that are both formative and summative in nature; with some being both summative and formative. Assessment data will be utilized to make instructional decisions at all levels and will be a crucial component to weekly grade-level data meetings.

Students in grades 3-8 will participate in ILEARN each year in the spring as required by the State of Indiana. Results of this assessment will be used to evaluate curriculum, inform teacher performance indicators, and meet individual student's instructional needs.

IREAD-3

In third grade, students will participate in IREAD-3 each year in the spring as required by the State of Indiana. Results of this assessment will be used to evaluate curriculum, inform teacher performance indicators, and meet individual student's instructional needs. First round results will be used immediately to inform remediation before the summer assessment.

Students in grades K through 8 will take NWEA in Reading and Math twice each year, once in the fall and once in the spring. NWEA data will be used to inform support decisions, monitor student progress, target classroom instruction and monitor student growth.

The WIDA screener and Access 2.0 assessments will be given to our English learners in accordance with state guidelines. Results from these assessments will be used to help create ILP's for students that address their specific needs. The Director of Curriculum and Instruction, the classroom teacher, and the EL teacher will meet when results are available to discuss how the results inform instruction for each of our English learners.

COGAT

Students in Kindergarten and 2ndgrade will take the COGAT assessment in the Winter/Spring to identify high ability students. The data from this assessment will guide us when differentiating instruction for high ability learners in the classroom and during the Differentiated Support Time built into the schedule.

Fountas and Pinnell Benchmark Assessment All students in grade K through 8 will be given a benchmark assessment in reading twice a year. Students below grade level may also be given a benchmark assessment in the winter to inform progress. This assessment will give teachers a starting point in reading for the beginning of the year and inform progress and growth at the end of the year. Together with data collected from NWEA, this data will be analyzed by the Directors of Curriculum and Instruction and used to identify exceptionalities individually and among subgroups. Additionally, this data gives teachers important information on what areas of strengths and struggles students have in regards to reading. This information can be applied in the classroom to accelerate reading growth. Finally, reading level data will guide decisions about which students participate in the Leveled Literacy Intervention Program during the differentiated support time.

All assessment data will be analyzed by the Directors of Curriculum and Instruction and will be disseminated to teachers and reviewed during professional development in order to continuously improve instruction, raise student outcomes, and promote individual development.

GRADING K-5

Students will receive report cards 4 times a year, once each quarter. The report card will be based on the Indiana Academic Standards and will also include a section on behavior, with a focus on social-emotional growth.

In Kindergarten and first grade, students will earn either an N (Needs Improvement), P (Progressing) or, S (Satisfactory) in each category. These report cards will also include a narrative section that each student's teacher will write to highlight relative strengths and weakness. In grades three through five students will earn either an A, B, C, or N (Needs improvement). This mirrors our high school NG system for grading. The grading scale will follow a typical 90, 80 70, scale. If a student receives and N, teachers and leadership will work with the family and student to create a support plan.

In addition to report cards, teachers will meet with families twice a year for conferences. Teachers and staff will also communicate with families throughout the year to celebrate success and share struggles.

6-8 GRADING SCALE

As elementary students transition to middle school, the content delivery and grading system will more closely reflect the systems used at an ICS high school.

Indianapolis Classical Schools uses a unique grading structure. After factoring in the Semester Final Exam, Students who earn a cumulative course grade of below 70% will not be considered as having mastered the course content. The report card grade will be "NG" or "No Grade." Students are provided with opportunities to work with his/her teacher to remediate the course grade until mastery is achieved.

Teachers will use multiple forms of assessment to determine a student's grade. Student performance on projects, speeches, reports, and other similar performance-based activities will be used. Rubrics, as compared to other forms of assessments, will often be created to determine student performance. Listed below is Herron Preparatory Acadame's grades 6-8 grading scale. All classes use this grading scale.

Letter Grade Grade Performance Descriptor

A+	99-100	Student has superior understanding of the subject matter.

A 94-98 A- 90-93

		Student has a good understanding of the subject matter in most indicators,
B+	88-89	Student has a good understanding of the sample
В	84-87	
B-	80-83	
C+	78-79	to desetanding of the subject matter.
C	74-77	Student has a minimal understanding of the subject matter.
C-	70-73	
NG	69 and below	Student has not yet attained a skill

A student's habits of study, love of learning and, ultimately, future college success, is rooted in acquiring age-appropriate mastery of subject material. Indianapolis Classical Schools maintains high expectations and believes all students can achieve their full potential. Because future high school graduation, college acceptance, and college success are overwhelmingly determined by student performance on assessments of knowledge, mastery of knowledge becomes the single most important academic measurable outcome of a student's educational experience and must be reflected in a student's grade.

The Herron Preparatory Academe's Mastery Learning model is a reflection of the expectations that students will integrate and retain knowledge. It is specifically designed to distinguish between how a student practices learning and the evidence that a student provides to demonstrate mastery of learning. For middle-school students, Herron Preparatory Academe believes that 70% of a student's grade should be determined by performance on Mastery assessments (which include quizzes, tests, standards-based projects and writing activities, etc.), and 30% should be determined by the effort of completing Independent Practice. The Mastery Learning model is evident in teacher gradebooks and the grade calculation formula. Every teacher's gradebook contains two weighted categories: "Independent Practice" and "Mastery Evidence." Mastery Evidence is valued at 80% of a student's grade; Independent Practice is valued at 20% of a student's grade. With early interventions and ample supports integrated into the remediation process, Indianapolis Classical Schools anticipates that all students will be promoted to the next grade on schedule with their peers. Students will be retained only when they demonstrate that they are significantly deficient in the cumulative mastery and curriculum objectives appropriate to the grade level. Necessary retentions will be focused primarily at the early elementary level when socialization and emotional maturity levels are most resilient.

As part of the exit standards for students completing 8th grade, students with NG's in Math or English Language Arts who intend to stay within the ICS network and enroll at Herron High School or Riverside High School will be required to attend ICS's Summer Academe in accordance with the ICS Mandatory Remediation Policy. Students who plan to enroll at a non-network high school will be strongly encouraged to repeat the course at Summer Academe. Final transcript grades will be adjusted accordingly for successful completion of a Summer Academe course.

Indianapolis Classical Schools continues to improve upon its successes by following an established CAPACITY TO REPLICATE roadmap to ensure long-range success. As the network prepares for replication with a K-8, the leadership team has taken a strategic look at the processes and practices that they have implemented over the past thirteen years. They have isolated the most successful programs and practices and refined them further. They have consistently explored new ideas and creative models to provide students with an exemplary educational experience.

Indianapolis Classical Schools' ongoing achievement can be attributed to the talent, dedication, and passion of its staff, faculty, and board of directors who collaborate to create a powerful learning environments and effective pedagogies that are aligned with the school's Core Values and state standards. The school's leadership has clearly delineated roles and expectations, and they also have taken advantage of the flexibility that charter school autonomy provides to promptly implement changes to meet student needs.

Three of Indianapolis Classical Schools' four executive leadership team members are inaugural members of the ICS community. Shepherding Herron High School through its opening, rapid growth, and successful charter term has enabled the leadership team to grow and develop additional leadership capacity. Opening its second high school, Riverside High School, has transformed the leadership team into network leaders. As the network expands, roles and responsibilities have also expanded. Two members of the leadership team began as Herron High School teachers who showed exemplary classroom practices, demonstrated dedication to the school's mission, and proved they had leadership skills necessary to take on a challenging role in administration. Their wisdom and familiarity with the school and with one another has been a significant factor in the network's academic success. Their influence is present in every aspect of school culture at both campuses. Having participated in creating the very foundations of the flagship school, their ongoing leadership has helped to build the culture of excellence, and will help guide the network's future success. The current executive leadership team will form the core of the team that will provide direction and oversight in the development of Herron Preparatory Academe. Indianapolis Classical Schools' executive leadership team has been steadily laying the foundation for continued replication as well as succession planning by increasing the number of staff holding building level administrator licenses, creating leadership roles for faculty to further develop skills and talent, and refining processes, procedures, and policies. They have worked with the school's Education Committee to identify and articulate the school's essential core values, conducted extensive succession planning, researched successful models for replicating school cultural, and scouted possible locations for the new school based on neighborhood need and appropriate facilities. In December 2018, the Indianapolis Classical Schools Board of Directors voted unanimously to approve the replication for a K-8.

Financial support for replication is a significant need. The school is working with community and philanthropic partners to raise the necessary dollars to fund the new school, including support for leadership development and recruitment and public relations. The Charter School Growth Fund and The Mind Trust are significant partners supporting the network's expansion. A grant request for CPS charter start-up funding will be submitted as soon as this charter school replication application is approved.

Indianapolis Classical Schools' Development Office is tasked with the management of the fundraising plan. The Development Office currently has three full-time employees and one part-time employee. The Chief Development Officer (CDO) reports directly to the President and oversees the Development Office's day-to-day operations. The CDO and his staff are primarily responsible for managing relationships with existing donors and board members, cultivating new donor relationships, and overseeing the network's grants portfolio. The Assistant Director of Development is responsible for identifying new donor prospects, donor

and prospective communication, and maintenance of the fundraising database and prospect

Herron High School's Development team will be responsible for leading efforts to secure funding for the replicated school, as well as to help all campuses close the funding gap created by current charter school

Indianapolis Classical Schools has gained considerable momentum in the successful execution of its fundraising plan year after year. Over the last eight years, Indianapolis Classical Schools has intentionally developed and grown its Development Office, strengthened and expanded membership on the Board of Directors, and built stronger partnerships with community organizations. In addition, there has also been a series of large gifts from corporate and foundation sources. The network has also been highly successful in securing significant grants from foundation supporters. Efforts to enhance the Development Office have improved the development and execution of the fundralsing plan.

In preparation of the next replication, the network has intentionally sought to strengthen partnerships with community organizations. A renewed relationship with Marian University has been particularly helpful with the successful launch of Riverside High School The Mind Trust also has served as a valuable partner, helping to make connections with new donors and offering insight into how to improve

Indianapolis Classical Schools has never had a charter application rejected or a charter revoked, and has no legal compliance issues or issues with accessibility.

GOVERNANCE AND MANAGEMENT

Indianapolis Classical Schools' board and leadership team consists of qualified professionals prepared to expand educational opportunities as demonstrated by the school's history of performance and fiscal responsibility. The ICS governing board is an outstanding and dedicated group of individuals whose goals, Individually and collectively, are to keep the needs of the students and the mission of the school foremost in mind as it makes vital decisions and steers the school along the continued path of success. The board Is structured to balance the board member characteristics of "the four Ws": web (networks to help connect the school), wealth (individuals and corporations who can give generously), work (professionals who can provide legal, financial, fundraising, public relations, architecture, nonprofit and school management, and education expertise), and wisdom (thoughtful and proven community leaders). Throughout its history, one or more parents of Indianapolis Classical Schools' students have consistently served on the board. Mission-driven is a core quality of each board member, and all board members give of their time, talent and treasure with an exceptional level of care and responsibility. Throughout its meeting history, the ICS board has never failed to have a quorum and or reach consensus on vital issues.

Indianapolls Classical Schools is fortunate to have significant participation and leadership of board members on crucial committees. They bring a wealth of professional experience and wisdom in key areas as they serve on the following committees: Fiduciary, Facilities, Education, Development, and an Executive Committee consisting of board officers. The stewardship involved in these roles frequently brings board members into the school building; thus making them an integral presence in the life of the school. The board holds the staff accountable for maintaining the mission of the school and provides broad oversight but does not interfere with day-to-day operations.

Board recruitment and succession planning is the responsibility of the Board's Executive Committee. Current board members are alert to potential new candidates and seek to expand professional networks with an eye toward discovering qualified members of the community to serve on Indianapolis Classical Schools' board. Potential candidates are presented to the Executive Board Committee for consideration.

Balancing the need to incorporate new members with fresh insight, the school has had the good fortune to have continuity of leadership and vision with three members of the school's original founders remaining active members of the board. As the school prepares and plans for succession, the Executive Committee focuses on identifying the core principles of board performance and leadership necessary to remain true to the school's mission while taking it forward into the future. An Executive Committee document describing key principles for succession planning has been approved by the board.

A formalized Statement of Understanding helps define roles and expectations, and secures a formal commitment from every board member. Annual completion of a Board Self Evaluation form helps members identify strengths and weaknesses of the overall governing process, and the findings are used to support collaboration. Herron High School is proud that the governing board has consistently received the "Exceeds standard" rating in the findings of the Mayor's office Annual Accountability Reports. These processes and procedures promote long-term sustainability and continued dedication to the responsibilities of school governance to ensure ongoing success as the school undertakes replication.

Indianapolis Classical Schools' President reports directly to the governing board. She is present at all board meetings and delivers a thorough report. The president attends all committee meetings as well as the board's executive committee meetings. The president is in frequent communication with members of the executive committee. The president is held accountable by and reports directly to the governing board. The board of directors conducts an annual, evidence-based performance evaluation of the Head of School.

Leadership development for key network administrators and faculty members has been in place this year in preparation for assuming expanded duties for replication with a K-12. The school intends to promote from within to the greatest extent possible. The presence of highly qualified administrators functioning in the school's leadership provides the school and its larger community with assurance of its ability to maintain momentum and the expectations for academic success in the face of change. This succession planning, combined with the Core Values, will allow the school to successfully replicate. (see appendix)

In December of 2018, the Indianapolis Classical Schools board voted unanimously to proceed with replication with a kindergarten through eighth grade campus.

Indianapolis Classical Schools Board Meeting Riverside High School December 11, 2018

Board members present were John Watson, Dan Roy, Laura Grammer, Peggy Sabens, Mindy Cunningham, Julie Scott, Mac Mc Whirter, John Hammond, David Steele, and Mark Nottingham. Staff members present were Janet McNeal, Jason Simons, Juli Woodrum, and Karen Lalioff.

John Watson called the meeting to order at 7:30 am. A quorum of the Board was present. The minutes of the September 2018 meeting of the Board were reviewed and approved.

John Watson gave a report regarding discussions regarding the Broad Ripple High School building, stating that we have considered various options for the location, but none of them fit into our plans at this time, and we do not anticipate any further discussions regarding the building.

John Watson and Juli Woodrum gave a final financial report on the Riverside construction project. The building has no permanent debt and will end up with an approximately \$250,000 reserve that will be unrestricted in use. The building is in very good shape and all construction items that were needed have been completed.

Juli Woodrum provided a financial report. ICS has opened a line of credit with Horizon Bank to make up for the cash crunch that typically hits between summer and winter due to the lag time in payments from the IDOE for Summer Academe. The line of credit can be used only for this purpose. There is a fair amount of seasonality to cash flow. Staff is being even more frugal with respect to purchases of supplies. Beginning next year, we can work with IPS to benefit from its purchasing power.

Mark Nottingham gave a report from the nominating committee. Three board candidates have been identified—Dave Sternburg, Meggie Dials, and Patrick Chittendon. The board voted to approve each as a new board member.

Jason Simons gave a report from the Development Office. Annual fund giving has improved and ICS recently received an additional \$50,000 gift. Planning is underway for the annual Soirce, which will be held on February 23 at Riverside.

Laura Grammer gave the Education Committee. Data was presented regarding students' performance on NWEA at the schools. The special education population at Riverside is

slightly higher as a percentage of the general population and Herron's population is more in line with the general population, although Herron has more students with more significant disabilities.

Janet McNeal gave the President's report. Enrollment at this point is slightly behind last year at Herron and about the same at Riverside compared to last year. Staff is attending many events for recruiting. High school recruiting is very competitive. Transportation is an issue for Riverside. Outside evaluations have been done for both schools and preliminary results were very positive.

John Watson gave a report on strategic growth and the need to expand to another school. The current plan is to explore a K-8 school opening in 2020. No location or facility has been identified at this time. The city will begin preparing a needs assessment and presenting that to applicants. The application would need to be submitted in March. The board voted to approve moving forward with planning for a new K-8 school, with more information to be presented at the 2019 board retreat. The full application would be presented for a vote before it is submitted for approval.

John Hammond is leaving the Board after more than 12 years of exceptional service. His many contributions have been appreciated and will be missed.

The meeting was adjourned.

STAFFING and ORGANIZATIONAL STRUCTURE

Herron High School is an independent nonprofit 501(c)(3) corporation, with the network doing business as (DBA) indianapolis Classical Schools. All management and oversight is provided by its Board of Directors and the network's leadership team. Indianapolis Classical Schools' board and network-level leadership will have primary responsibility for planning and overseeing the new K-8 school. The network's leadership will oversee all three schools. In addition, the new K-8 school's administrators and staff will be made up of both current Herron High School leaders and staff and new hires. The Board of Directors will oversee all schools through the current corporate entity that holds the charter for Herron High School and would hold the charter for the new school as well. Network leadership and staff will have responsibilities for all three campuses. Indianapolis Classical Schools expects that sharing resources will eventually lead to cost savings and efficiencies of scale that will benefit all network schools. The leadership team has created organizational charts which specifies the number of new faculty and administrative roles. (Appendix 10 – Organizational Charts)

As noted in the organizational charts, the Vice President, Academics, the Vice President, Operations and Safety, and the Chief Financial Officer report to the Indianapolis Classical Schools' President. They represent the network's leadership team. Other individuals who will have duties for all network campuses include the ICS Director of Enrollment, Director of Special Projects/Executive Assistant, Director of IT,

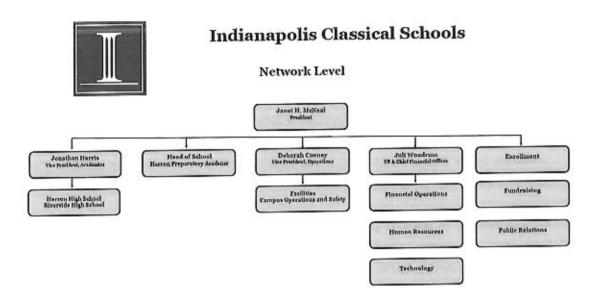
Director of School Counseling, Director of Special Education, Director of Development, the Athletic Director, and a Guest Teacher Coordinator.

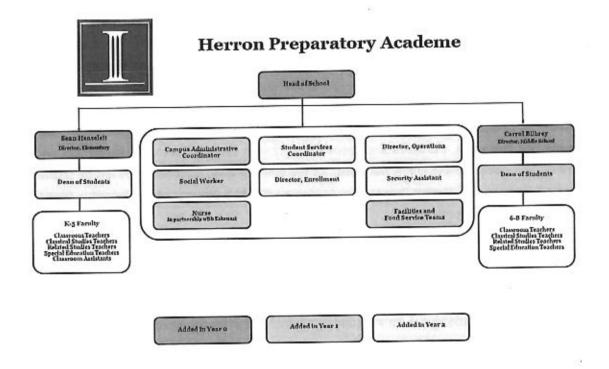
A Director of Curriculum and Instruction at the elementary level and the middle school level will oversee data management and track student progress in terms of predictive and standardized testing for both schools. The Directors of Curriculum and Instruction will be responsible for tracking changes to testing on the state level and scheduling applicable testing at both sites. A Director of IT will manage database systems and digital teacher gradebook setup, oversee the schools' networks, and track and complete all required reporting to the IDOE. The Director of Special Projects/Executive Assistant will be responsible for overseeing the authorizer's compliance framework, evaluation data, and all grant reporting that falls within his or her area of responsibility. The Development team will be responsible for managing donor relations, donor reporting, and accountability.

K-8 Leadership: In the first year, the K-8 will have a Head of School, a Director of Curriculum and Instruction—Elementary, a Director of Curriculum and Instruction—Middle School, and a Dean of Students as the core leadership team. The Head of School would report to the President. The Directors of Curriculum and Instruction and the Dean will report to the Head of School. The Head of School's role is to oversee all operations. The Head of School will be the face and voice of the school to the wider public and community outreach efforts, and the point-of-contact for community stakeholders. The Directors of Curriculum and Instruction will be responsible for overseeing curricula alignment, Implementation of academic programming, developing agendas for professional development, and making appropriate recommendations relative for their grade levels to the executive team. The Dean will be responsible school culture, managing discipline issues, and alerting the Head of School of any emerging issues related to culture or discipline. A Social Worker will work with students and families in need of special supports. During the first two years, the leadership team will work with the ICS Director of Enrollment and will manage student discipline and family outreach. As the school grows, responsibilities will be distributed to new staff. By year two, Herron Preparatory Academe will add a Director of Enrollment, a Director of Operations and a Safety Specialist.

The two Directors of Curriculum and Instruction are seasoned ICS staff members with a deep understanding of ICS school culture and practices. Their institutional knowledge will serve to establish teaching practices and ensure a continuity of culture on the new campus in keeping with the network's mission. The network leadership team will conduct a broad search for the Head of School and the faculty members. Based on its reputation for excellence, the network is able to attract and retain outstanding teachers and administrators who exemplify the special qualities vital to Indianapolis Classical Schools teachers and administrators who exemplify the special qualities vital to Indianapolis Classical Schools teachers and administrators who exemplify the special qualities vital to Indianapolis Classical Schools teachers and administrators who exemplify the special qualities vital to Indianapolis Classical Schools teachers and administrators who exemplify the special qualities vital to Indianapolis Classical Schools teachers and administrators who exemplify the special qualities vital to Indianapolis Classical Schools teachers and administrators who exemplify the special qualities vital to Indianapolis Classical Schools teachers and administrators who exemplify the special qualities vital to Indianapolis Classical Schools teachers and administrators who exemplify the special qualities vital to Indianapolis Classical Schools teachers and administrators who exemplify the special qualities vital to Indianapolis Classical Schools teachers and administrators who exemplify the special qualities vital to Indianapolis Classical Schools teachers and administrators who exemplify the special qualities vital to Indianapolis Classical Schools teachers are the school of the special qualities vital to Indianapolis Classical Schools teachers are the school of the special qualities vital to Indianapolis Classical Schools teachers are the school of the special qualities vital to Indianapolis Classical Schools teachers are the school of

increase diversity among staff and faculty. Recruitment will be done with an effort to achieve the greatest diversity of teaching staff. The school will use current job descriptions as a template for hiring.





FINANCIAL MANAGEMENT

The Fiduciary Committee is responsible for assisting the Board of Directors in ensuring that Indianapolis Classical Schools is in sound fiscal health. The work of the committee revolves around the following seven major areas:

- Ensure that accurate and complete financial records are maintained.
- Ensure that accurate, timely, and meaningful financial statements are prepared and 1. 2. presented to the board.
- Help the full board understand the organization's financial affairs.
- Oversee financial planning.
- Review and recommend for board approval a budget that reflects the organization's goals
 - o Ensure that the budget accurately reflects the needs, expenses, and revenue of the organization.
- Safeguard the organization's assets.
 - o Monitor and review the following, making recommendations for board action as necessary:
 - proposed debt obligations;
 - financial implications of major projects;
 - capital campaign financial management;
 - cash flow;
 - management of grants.
 - o Ensure that the organization has the proper risk management provisions in place, including appropriate insurance coverage for the organization and for the board.
 - Ensure compliance with federal, state, and other requirements related to the
 - Maintain an appropriate level of accountability and responsibility to the board and 7. organization.

The financial statements are reviewed by the Fiduciary Committee during each meeting, and they are subsequently approved by the entire Board of Directors. Other agenda items for meetings include, but are not limited to, review and approval of operating and capital budgets, annual audit and tax return, liquidity management strategies, compensation models, multi-year financial proformas, benefit plan changes, etc.

The day-to-day financial management is the responsibility of the Chief Financial Officer and the President. In addition, the Controller manages the day-to-day financial operations of the network and the HR/Payroll Coordinator is responsible for managing the payroll and benefit operations.

Indianapolis Classical Schools has developed a comprehensive policies and procedures manual to guide the school's financial practices. The manual ensures compliance with all regulatory requirements. In addition, controls are outlined to provide the safeguarding of Indianapolis Classical Schools' assets. The following areas are addressed in the policies and procedures manual.

- Conflicts of Interest
- Division of Responsibilities
- Chart of Account and General Ledger
- Cash Receipts
- Procurement, Purchasing and Cash Disbursements
- Credit Card Policy and Charges
- Travel Policy
- Cell Phone Policy
- Cash Management
- Property & Equipment
- Financial Reporting
- Human Resources and Payroll
- Document Retention and Destruction
- Anti-Fraud
- Employee Protection (Whistleblower)

Indianapolis Classical Schools receives an audit conducted by an independent auditor on an annual basis. If ICS federal expenditures exceed \$750,000 in any fiscal year, the school also engages the independent auditor to conduct an audit according to OMB Circular A-133 regulations. The Fiduciary Committee is directly responsible for the appointment, compensation, oversight of the work, and evaluation of the independent auditor.

A comprehensive operating budget is developed each year. The budget is developed by the Chief Financial Officer with input from the Executive Leadership team regarding: growth, staffing needs, compensation plans, student programs, fundraising efforts, facility needs and other operating considerations. A separate budget is developed for anticipated capital expenditures. The operating and capital budgets are presented to the Fiduciary Committee along with a narrative outlining the budget assumptions used in developing the budgets. The Fiduciary Committee takes the budget to the full Board of Directors with a recommendation for approval. Expenditures that are outside the scope of the approved budget require the approval of the Fiduciary Committee.

BUDGET NARRATIVE

Indianapolis Classical Schools have proven over time that it is fiscally conservative and maintains reserves for unexpected contingencies. In difficult years, Indianapolis Classical Schools have been able to rely on its cash reserve to fund any operational deficits. The strategic growth plan has been developed to ensure that cash reserves are restored to adequate levels to not only address unexpected contingencies but to exceed the standards established through the performance framework. The budget will be consistently built with the goal of contributing to the cash reserve to be used for significant building repairs or unexpected financial liability in the future. In addition, the financial leadership of the school along with

the Board of Directors will monitor financial statements on a monthly basis and will make adjustment to short-term and long-term plans to ensure that the financial goals and objectives are met.

Leadership manages the costs centers for specialized programs, such as special education and transportation, to ensure the needs of all students are met. These budgets consistently include contingency line items to ensure funds are available for unexpected expenses or liabilities. These budgets are monitored closely to make adjustments in the short-term and to ensure the programs are sustainable in the long-term.

Much of the financial projections are based on historical data at Indianapolis Classical Schools. In addition, Charter School Growth Fund provide extensive benchmark data for elementary and middle schools across for the portfolios. Revenue projections have been based on funding levels of Riverside High School, as we project the demographics of Herron Preparatory Academe will align with the opening of our second high school.

We intend to continue our conservative approach to fiscal management. As with the opening of Riverside High School, it is the school's preferred position to acquire little to no debt with the opening of Herron Preparatory Academe. However, the budget includes facility costs equivalent to the amortization of a \$3,000,000 loan. While it is our board of directors' Intention to obtain an unused school building, a contingency for renovations has been included.

The demand for enrollment at our high schools, particularly Herron High School, continues to exceed the availability, allowing leadership to adjust enrollment goals to cover any shortfalls at new campuses. It is leadership's intention to decrease enrollment at Herron High School as Riverside High School reaches full capacity. In the event, Herron Preparatory Academe encounters enrollment challenges, we are confident that we would have the ability to sustain this challenge by increasing enrollment at our established campuses.

	FY20	FY21	FY22	FY23	FY24
un L Sahaal	900	875	875	875	865
Herron High School	415	600	600	600	600
Riverside High School	0	295	480	665	740
Herron Preparatory Academe	1315	1770	1955	2140	2205

Please refer to the Budget spreadsheet attachment for full complete details.

HUMAN CAPITAL

The qualifications and attributes of an Indianapolis Classical Schools teacher begins with being highly qualified in his/her content area. The network's leadership team looks for teachers who are mission-driven and embrace ICS Core Value and classical methodology. A teacher who wishes to join the network's faculty must be prepared to work with a diverse student population and be able to present differentiated instruction to accommodate a wide range of academic abilities. When hiring new faculty for the K-8 school, recruitment and selection procedures will reflect the network's philosophy of education.

Specifically, teachers will:

- · Embrace the classical, liberal arts mission.
- · Commit to high academic and behavioral expectations.
- Focus on effective instruction in every classroom.
- Engage in a collaborative environment.
- Differentiate for a diverse culture and abilities.
- Demonstrate passion for and expertise in content area.
- Plan Instruction that is results-oriented and research-based.
- Exhibit relentless dedication to the academic success of every student.
- Engage in continual professional reflection.

The most effective ICS teachers:

- do not make excuses
- are highly reflective
- embrace intellectual and professional challenge
- model persistence and grit
- are highly collaborative
- love working with children
- · express passion for content
- express a love of learning
- · are extremely flexible
- are optimistic
- are trusting

In order to ensure the Herron Preparatory Academe reflects Indianapolis Classical Schools' performance standards, a targeted, consistent and disciplined program of Professional Development will be established to reflect this essential component of the network's success. The purpose of the program is two-fold: (1) to articulate and reinforce school vision in a community setting; and (2) to develop stronger teachers. These dual purposes will be realized through weekly faculty meetings, targeted grade-level meetings, and individualized teacher support and feedback. At the high school level, professional development frequently includes faculty at both ICS campuses. Because Herron Preparatory Academe will serve a younger population and its structure for delivery of classroom instruction is significantly different, most weekly professional development will be unique to the K-8 school. The exception to this will be the professional development that occurs network-wide prior to the start of the school year. Drawing from

internal sources and local experts, the network fundamentally believes in relying on its own teachers and school leaders for evidence of shareable best practice and vision execution. Weekly Professional Development meetings offer the entire professional community an opportunity to dialogue with each other about school systems, celebrate successes, discuss current research, examine local data, and norm expectations.

Following Indianapolis Classical School's model for meaningful teacher evaluation, a schedule of classroom observations will occur followed by individualized feedback and support. The teacher evaluation model utilizes a comprehensive set of rubrics designed to highlight teacher strengths and identify areas for growth and improvement, and includes a student growth component.

SAMPLE JOB DESCRIPTION:

Director of Curriculum and Instruction Job Description

The Directors of Curriculum and Instruction report to the Head of School.

They are responsible for the development and implementation of the curriculum that encompasses these duties and responsibilities:

- ensures that the curriculum reflects Indianapolis Classical Schools' classical model, liberal arts mission, and core values
- ensures that the curriculum is age appropriate and aligns with how the students' brains develop throughout their k-8 education
- ensures that the curriculum is in compliance with the IDOE standards
- ensures that the curriculum is structured with appropriate rigor to ensure students are fully prepared for the rigors of a high school education
- ensures the curriculum is aligned in and throughout all grade levels
- ensures that mastery-level assessments are utilized with fidelity in all classrooms
- ensures that teachers are tracking their students' progress in all academic and behavior areas
- ensures that teachers are communicating with parents about their students' progress
- maintains inventories for and supervise the adoption of textbooks, equipment, and consumable supplies

The Directors of Curriculum and Instruction are responsible for the overall culture of each classroom and the quality and appropriateness of instructional practices. To fulfill these responsibilities, they will

perform these duties and responsibilities:

 ensure that classroom practices provide the best possible opportunities for student learning, reflects the Classical, Liberal Arts focus, and are appropriate for the developmental age of the students

- develops, implements, and maintains efficient and effective systems to monitor and enhance student mastery
- monitor each teacher's tracking systems to ensure they are maintaining and using individual student data
- monitor teacher gradebooks and analyze trends in grades and appropriate assignments
- perform audits to ensure that students with special needs are receiving their appropriate accommodations
- ensures that all teachers use Haiku sites that are consistent in content and informative and valuable tools for parents and students
- works collaboratively with the Head of School and Vice President of Academics to evaluate teacher effectiveness
- works collaboratively with the Head of School to provide meaningful and substantive weekly professional development for teachers
- monitor that all guest teachers have the proper resources for the classrooms they are covering
- coordinate the completion and submission of records regarding student data, textbook accountability, end of school year processes, and other requested information and data
- lead the faculty in a manner that promotes positive and productive relations between students, parent, faculty, administration and other stakeholders

Other duties:

- Assist with the recruiting of students and faculty
- Lead the onboarding process for new teachers by training them on ICS' Core Values, methodologies, and all systems.
- Provide the best possible support to help teachers be effective at Herron Preparatory Academe

Qualifications:

- 5 to 7 years teaching experience required, preferable in a culturally diverse school
- documented work in curriculum development and implementation
- documented work in instructional leadership and teacher development
- ability to work in a team oriented environment
- strong written and oral communication abilities

Projected Staffing Years 1 -4

Year	0	1	2	3	4
FY	FY20	FY21	FY22	FY23	FY24
Title	Y0	Y1	Y2	Y3	Y4
Head of School	1.0	1.0	1.0	1.0	1.0
Director, Elementary	1.0	1.0	1.0	1.0	1.0

	101	1.0	1.0	1.0	- 1.0
Director, Middle	1.0	1.0	1.0	1.0	2.0
Dean of Students	-	1,0	1.0	1.0	1.0
Social Worker		. 1,0			
	-	1.0	1.0	1.0	1.0
Campus Admin Coordinator		1.0	1.0	1.0	1.0
Student Services Coordinator			1.0	1.0	1.0
Director, Enrollment			1.0	1.0	- 1.0
Director, Operations			1.0	1.0	1.0
Security Specialist	-		1,10		
		10.4		, : i - u	-
		3.0	3.0	3.0	3.0
Kindergarten Teachers	100	3.0	2.0	3.0	3.0
1st Grade Teachers		3.0	3,0	3.0	3.0
2nd Grade Teachers	1,11		- 0,5	3.0	3.0
3rd Grade Teachers	-	-			3.0
4th Grade Teachers		- 20	3.0	3.0	3.0
5th Grade Teachers		5.0	5.0	5.0	5.0
6th Grade Teachers			5.0	5.0	5.0
7th Grade Teachers	-	-	0.0	5.0	5.0
8th Grade Teachers		-		-	
	-	- 10	2.0	3.0	3.0
Special Education Teachers	-	1.0	3.0	4.0	5.0
Classical Studies Teachers		2.0	2.0	3.0	3.0
Related Studies Teachers		1.0	2.0	7" 11111	
101410	-		4.0	5.0	6.0
Classroom Assistants	-	3.0	1.0	1.0	1.0
Resource Assistants			1.0	1.0	1.
Media Specialist		-		1,0	

Indianapolis Classical Schools offers a competitive benefit package for full-time employees including health, dental and vision group coverage. Retirement benefits include a discretionary contribution of 10% to a 403b plan. Employees also have the option to contribute pre-tax dollars to the 403b plan and/or post-tax dollars to a Roth IRA. Faculty have the option to have the discretionary contribution directed to Teacher Retirement Fund (TRF) in lieu of the 403b plan. In addition, life insurance along with short-term disability and long-term disability is offered at no cost to the employee. Standard classroom supplies are provided by ICS and each teacher is provided an additional classroom budget for each school year. ICS offers many wellbeing initiatives through the year focusing on the physical, emotional, financial, and community well-being of all employees. (Please see appendix for additional documentation on staffing and evaluations)

RISK MANAGEMENT

Indianapolis Classical Schools is committed to providing a safe environment for all its stakeholders. Students, staff, faculty, parents and board members are protected with appropriate coverage in full compliance of the law and authorizer requirements. To that end, it maintains the appropriate insurance

coverage needed to protect all stakeholders as well as the short and long term viability of the network. An overview of the current risk management coverage is provided in the supplemental materials of this application. Risk management for the replicated school and organization will meet the same standards and will indemnify the City of Indianapolis. If the school replicates on a site that requires additional types of insurance, the appropriate coverage will be acquired as necessary, such as flood insurance.

At a minimum, insurance coverage will be provided to meet the requirements established by the Office of the Mayor in the following amounts:

- Commercial General Liability: \$1,000,000 per occurrence; \$2,000,000 aggregate. Included in our liability package is coverage for Employee Benefits Liability, School Leaders Errors and Omissions, Law Enforcement Professional Liability, Sexual Misconduct and Molestation Liability.
- Student Accident Insurance (includes athletic participation coverage): \$25,000 maximum benefit for medical expenses. Coverage for accidental death dismemberment and paralysis also available.
- Automobile Liability: \$1,000,000 single limit
- Umbrella (Excess Liability): \$5,000,000 per occurrence; \$5,000,000 aggregate.
- Workers Compensation: \$500,000 limit according to Indiana law

Please refer to Appendix - Insurance Documentation for complete details of current coverage.

SUPPORT FOR LEARNING AND SPECIAL POPULATIONS

Universal Supports

Support for all students, including students with special needs, English learners, high ability students and struggling students begins with high quality differentiated classroom instruction. Our Classical Model which focuses curriculum on the Trivium ensures that students gain the knowledge needed to excel in school and the workshop model allows content to be delivered in a differentiated way to meet a wide variety of student needs. Small group instruction, individual conferences, and whole group instruction informed by observation and immediate checks for understanding provide differentiation and responsiveness from the start.

Additional school-wide supports include our built-in differentiated support time for students and weekly data meetings for teachers that will allow for timely collaborative conversation and action. Belief that all students can achieve at high levels with the proper support will be our prevailing philosophical motivation. The school's leadership team will conduct frequent audits to ensure that all teachers are providing specifically designed instruction and appropriate interventions for each student's success.

English Learners

Based on data from WIDA, we will create individualized learning plans (ILPs) for each of our English language learners. These plans will include specific support tailored to that student's needs and will

outline supports to be provided across both Instruction and assessment. English learners will receive support from their classroom teacher through the ILP and the classroom teachers will receive support in the implementation of the ILP from the Director of Curriculum and Instruction, who will be the lead for EL services at launch. (Staffing for EL services will expand as needed.) This support will include professional development throughout the year as well as meeting to discuss best practices in implementing each student's ILP. English learners will also receive support through push in services during class time with a focus on reading and writing. The ILP and support plan for each student will also be shared with families. Herron Preparatory Academe will provide support to families by translating communications as well as providing translators during events such as back to school nights, conferences, and school-sponsored social gatherings.

High Ability

High ability students will be formally identified in grades K, 2, and 5 using the COGAT assessment. Our instructional model will allow for differentiated instruction that will support our high ability students. Small group instruction will be delivered at the student's instructional level which will allow high ability students to be challenged and grow in their abilities. When teachers confer with students, their purpose is to identify individual student strengths and weaknesses and to teach into that by reinforcing strengths and addressing weaknesses through explicit teaching. High ability students will benefit from our designated differentiated instruction periods by having the opportunity to participate in enrichment activities to extend their learning.

Special Education

Special education students will have Individualized Education Plans (IEPs) in accordance with state and federal law. The resource team will ensure that all special education laws are being followed and that Herron Preparatory Academe is in compliance regarding IEPs, procedural safeguards, move-in conferences, case conferences, and all other special education services required by law.

The resource team will expand as needed but will begin with at least one full time certified special education teacher. The team will also include part-time positions which will be contracted. These positions include a school psychologist, speech and language pathologist, physical therapist, and occupational therapist. The team will work in concert with the leadership team and families to make decisions regarding services for students through a case conference meeting. The team will continually review student progress and level of personalized goal attainment, and make adjustments to services after consulting with the leadership team and student's family.

Herron Preparatory Academe embraces an inclusion model in which students with special needs are included in general education classrooms for all or most of the school day. Utilizing a conceptual framework of multi-tiered system of supports (MTSS), specially designed instruction, supplemental interventions, and accommodations are provided via a push-in model in which classes may be co-taught by a general education teacher and a special educator based on individual students' needs and established accommodations. Pre-teaching and re-teaching will happen regularly during the differentiated instruction block as well as through push in services in the classroom.

Related services such as occupational therapy and speech and language services are provided in a pullout model. Students who need these therapies participate in individual or small group directed instruction in a separate setting with little interruption to their general education classes. Students are also served on a consultation basis as dictated by their individualized education plans.

Herron Preparatory Academe follows best practices for Child Find. Individual student progress is monitored school-wide on a weekly basis. Students who are struggling with their academics or experiencing behavioral issues are identified so that supports can be put in place as early as possible. School staff works collaboratively with parents and students to identify a potential need for special services. A student may be referred for a psycho-educational evaluation to determine if their needs qualify for an IEP or 504 Plan. A case conference committee is convened to discuss and consider the results of the evaluation and to make a plan for the student. If the student's needs meet the eligibility criteria per Article 7, then an IEP is developed by the case conference committee. If the student's needs do not meet the criteria per Article 7 for an IEP, then the committee considers whether they meet the criteria for a 504 Plan. Consideration for services under a 504 Plan is drawn from multiple sources of information and most often includes medical data from the student's healthcare practitioners when the student has a temporary or long-term health issue or physical disability. If the student does not qualify for an IEP or a 504 Plan, the committee plans for how that student could best succeed in their general education curriculum and works with the classroom teacher to provide supports.

Herron Preparatory Academe's resource team will work closely with the enrollment office to acquire the Individualized Education Plans (IEP's) of incoming transfer students. The Resource team works with parents to assure a smooth transition. All move-in case conferences are held no later than the first 10 days of school as required by Article 7.

Herron Preparatory Academe notifies teachers of each student's accommodations using an electronic option in Power School. In addition, the resource team will meet with each teacher, and curriculum director, to review IEP implementation. Teachers are required to sign a document stating an awareness of the accommodations for every student on their roster. General education teachers correspond regularly throughout each day with resource staff and participate in case conferences in order to meet needs and track the daily progress of students in the general education classrooms. Progress toward IEP goals is gathered by special education teachers and reported on a schedule determined by each case conference committee. Depending on the goals, Herron Preparatory Academe may keep portfolios of academic work samples or note progress of students with social and emotional needs.

Herron Preparatory Academe follows procedures and provides feedback in accordance with Indiana Article 7. Staff members partner with families and remain in communication through frequent phone calls, emails, meetings, and case conferences to ensure the continued well-being of students.

The school's staff will carry out daily special education teaching, correspondence and recording keeping duties, and ensures that accommodations are being made in the general education classroom. The school

contracts with Meridian Psychological Associates to conduct psycho-educational evaluations. The school contracts with other service providers to provide occupational therapy as well as speech and language therapy. School staff works closely with these service providers.

The school will work cooperatively with the School for the Blind and the School for the Deaf to meet the needs of students with vision or hearing impairments. Consulting teachers for students with visual impairments or hearing impairments may serve as the teacher of record for students with those needs as provided in Article 7 and as decided by the case conference committee. Consulting teachers' collaboration will be coordinated by the resource team at Herron Preparatory Academe in collaboration with general education teachers, parents, and students.

Individual providers are contracted to provide occupational therapy services as well as speech and language services. These providers are typically teachers of service. They can be the teacher of record when they serve the area of disability. Service providers assist in writing goals in collaboration with the case conference committee and may chart goal progress.

Herron Preparatory Academe will provide weekly professional development to all staff. Teachers are provided with effective approaches to instruction for students with special needs in all areas. In particular, special education staff members provide guidance on motivating students with behavior disorders and emotional disabilities. Staff professional development provides consistency across the curriculum for students with the understanding that all students benefit from consistent expectations and routine.

Indianapolis Classical Schools Community Partnerships

Name of Organization	Representative from Organization	Address, phone number and email address	Nature of the partnership with the school	Is a letter of support included in the application?
Marian University	Thomas J. Enneking, Ph.D. Executive Vice President and Provost	Marian University 3200 Cold Spring Road Indianapolis, IN 46222-1997 317-955-6010 tenneking@marian.edu	Collaborative Academic partnership currently under discussion	Yes
Charter School Growth Fund Andee Hendee Director – Investment Team Charter School Growth Fund Meridian Psychological Associates		Charter School Growth Fund ahendee@chartergrowthfund.org 303-941-4535	Financial and professional development support and networking	Yes
		4401 N. Central Avenue Indianapolis, IN 46205 317-923-2333	Completes all of our Psycho- Educational Evaluations	Yes
The Mind Trust	Brandon Brown CEO The Mind Trust	The Mind Trust 1630 N. Meridian St., Suite 450 Indianapolis, Indiana 46202 317.946.3644 (cell)	Financial and professional development	Yes

			support and networking	
ndiana polis Symphony Orchestra	James Johnson CEO	32 E. Washington Street, Suite 600, Indianapolis, IN 46204	Artist encounters, early childhood teacher workshops, discovery concerts, Instrument petting zoos	Yes
WFYI	Gail Thomas Strong VP Community Engagement	WFYI 1630 N. Meridian St. Indianapolis, IN 46202 317 -636-2020	PBS Learning Media, PBS TeacherLine, PBS Kids, PBS Kids Island	Yes
Walton Family Foundation	Beth Bray Program Officer, K-12 Education	Walton Family Foundation bbray@wffmall.com 317.292.8631	Philanthropic support	Yes
John Mutz	John Mutz Former Chairman Indianapolis Charter Schools Board		Stakeholder Networking	Yes
Harrison Center for the Arts	Joanna Taft	1505 N Delaware St, Indianapolis, IN 46202 (317) 396-3886 jtaft@harrisoncenter.org	Collaborates on art Infused programming and provides spaces, participates in emergency evacuation plan	
Indy Parks	Sheryl D. Richardson	Kennedy King Park Center 601 East 16th Street Indianapolis, In 46202 srichard@indy.gov	Provides athletic fields and community resources	
Center of Excellence in Leadership of Learning (CELL)	David Dresslar Executive Director	Center of Excellence in Leadership of Learning University of Indianapolis 1400 E. Hanna Ave. Indianapolis, IN. 46227 phone: (317)-791-5927 fax: (317)-791-5925 ddresslar@uindy.edu		
Center for Leadership Development	Dennis E. Bland, Executive Director Lade Akande College Prep Institute, College Success Coordinator	CLD 2425 Dr. Martin Luther King Jr. Street Indianapolis, IN 46208 oakande@cldinc.org	Provides additional academic and support services to our minority student population.	Yes
King Park Area Development Corporation	Steven Meyer Executive Director	King Park Area Development Corporation 2430 N. Delaware Street Indianapolis, IN 46203 smeyer@kingpark.org	Sustaining and Development of a safe and secure neighborhood	

			for our city's residents
1st Century cholars	Tafrica L. Harewood, MBA	Indiana Commission for Higher Education 402 West Washington Street, W462 Indianapolis, IN 46204 P: 317.232.0455 E: tharewood@che.in.gov	
/SA Arts of ndiana	Linda Wisler V.P. of Programming and enRoute Gallery Director	VSA Arts of Indiana 1505 North Delaware Street	Community partner serves as an internship location for Herron students and shared facilities upon request
Historic Landmarks Foundation of Indiana	Marsh Davis	Indiana Landmarks 1201 Central Avenue Indianapolis, In 46202 mdavis@indianalandmarks.org	Formidable in securing the current facilities that are HHS
Apparatus Girl's INC.	Patricia Watchel; CEO Central Indiana Girl's Inc.	Girl's Inc 3935 North Meridian Street Indianapolis, IN 46208 pwatchel@girlsinc.org	assistance and space for testing Provides support programming for our girls empowerment group
Indiana Blood Center	Dottl J. Laas Community Outreach and Donor Associate	Indiana Blood Center Administration 3450 N. Meridian Street Indianapolis, IN 46208 317-916-5150	Partners with HHS student and Riley Hospital for Children
Herron Morton Place Nelghborhood Association and Foundation	Craig Stasila, HMPN President Chad Ahren ahrenc13@gmail.com	Herron Morton Place Foundation, Inc. PO Box 441722 Indianapolis, IN 46244	Partners with Herron High School to promote a safe community
Talbot Street Art Fair and Dealers Association	Joan Kisner' President and Co-Chair Talbot Street jkkisner@hotmail.com	Talbot Street Art Fair and Dealers Association P.O. Box 489 Danville, IN 46122	We share our facilities and grounds yearly for the Talbot Street Art Fair
Vocational Rehabilitation Services	Mary Ann Hamilton, M.A., CRC	2620 Kessler Blvd East Dr., Sulte 105 Indianapolis, IN 46220 Office 317-205-0100; Cell: 317- 605-5629	Rehabilitation Services (working with our seniors to see what services they can provide to support them after they leave Herron)
Fort Nightly Literary Club	Peggy Sabens	c/o Indianapolis Propylaeum, 1410 N. Delaware, Indianapolis, IN 46202	Provides annual essay contest for all students

Peace Learning Center	Tim Nation 317-327-7144	Peace Learning Center 6040 Delong Road Indianapolis, IN 46254	Provides conflict resolution and support services as well as Internship and community relation opportunities for our students.
Joy of All Who Sorrow	Father Steven Bowman	1516 N. Delaware Street Indianapolis, IN 46202	Provides space for testing and extra-circulars
Redeemer Presbyterlan Church	Jeffrey Earnest	jce571@sbcglobal.net	Provides space for convocations and community meetings, emergency evacuation plan
Hands In Autism Interdisciplinary Training and Resource Center	Naomi Swiezy, Ph.D., HSPP Professor of Clinical Psychology in Psychiatry Director	Riley Hospital for Children and IU School of Medicine 1130 W. Michigan St. Fesler Hall, Suite 302 Indianapolis, IN 46202	Provides consultation and evaluation for vocational rehabilitation services
Center for Deaf and Hard of Hearing Education	Kimberly Pelton/ Mary Rice Educational Consultant & Teacher of the Deaf and Hard of Hearing	Center for Deaf and Hard Of Hearing Education 1200 E. 42nd St. Indianapolis, in 46205 (317) 550-4822	Provides consultation and resources for students with disabilities
Indiana School for the Blind and Visually Impaired	Shelby Metzler Outreach Consultant Deaf-Blind Specialist	Indiana School for the Blind and Visually Impaired 7725 N College Ave, Indianapolis, IN 46240 317-253-1481 ext. 100 smetzler@isbvik12.org	Provides consultation and resources for students with disabilities
Saint Peter and Paul Cathedral			Student run service project St. Peter and Paul soup kitchen

FACILITY

The ICS board is currently working to secure a facility in the downtown or near-downtown region in reasonable proximity to the ICS high school campuses. (Please see the IFF report) The board is engaged in discussions with IPS and exploring other possible buildings to own or lease in the target area. The ICS board expects to secure a location by the end of summer, 2019.

TRANSPORTATION

ICS is committed to implementing a transportation plan that ensures the school is open and accessible to all students. We intended to be located in an underserved neighborhood where many students will be within walking distance. For students living in other neighborhoods, Indianapolis Classical Schools will provide satellite buses at specified pick-up/drop-off zones. ICS will evaluate the enrollment demographics to determine the best locations for these zones and will contract with a private bussing company to provide the transportation. The network also anticipates that because of the generous extended before/after school supervision times, Herron Preparatory Academe will attract families who work downtown and would be transporting their children on the way to and from their place of employment. ICS has intercampus transportation between high school campuses. This is to accommodate Riverside students who wish to take a class that isn't yet offered at their campus, and to add convenience to families of Riverside students who live nearer to the Herron High School campus. As Riverside grows and class offerings are expanded, there will be less demand on the intercampus bussing, making the network-owned busses more available to the K-8 population.

TIMELINE

The current timeline assumptions project opening a K-8 school in the 2020-2021 school year with grades K, 1, 5, and 6. Adding a grade level each year will bring the campus to full capacity by 2023-2024. The location of Herron Preparatory Academe is still being determined. Continuing with the due diligence that has already been initiated, with start-up funding, the board and leadership will move swiftly to launch the process of incubating a third school.

- Spring 2019 ICS continues working with community and philanthropic partners to raise the necessary funding to develop the new school, including support for leadership development, recruitment and public relations
- Spring 2019 strategic needs assessment provided by IFF
- Winter/Spring of 2018-2019 School Year leadership visits to successful charter school replications and successful Classical-based schools
- June 2019 Receive charter approval
- Begin key administrative hires
- June 2019 Begin conversations with IPS Innovation team
- July 2019 submission of CSP grant .
- July 2019 Begin fundralsing efforts to support the new campus
- Spring/Summer 2019 acquire and finalize location/building
- Summer 2019 launch marketing program for student recruitment and begin enrollment process
- Summer 2019 Appropriate administrators begin responsibilities for the new campus
- Summer 2019 Curriculum Directors begin curricula articulation for K-8 programming
- Summer 2019 Current ICS families host information events
- Summer/Fall 2019 collaborate with IPS to understand available bus routes, times, and stops
- Autumn 2019 Teacher recruitment begins to support the new campus
- Autumn 2019 Round One of Enroll Indy begins October 1st
- Winter 2019/20 Continue marketing and student enrollment if necessary
- Winter 2019/2020 Seek RFPs for any new service providers and establish updated contracts for existing service providers who will serve all ICS campuses
- Spring 2020- Curriculum Directors finalize curricula articulation for both schools
- Spring 2020 establish new contracts for staff with changing roles and finalize new hires

- Spring/Summer 2020 Continued host family information events and student ice breakers
- Summer 2020 finalize any necessary building renovations and make purchases from FF&E
- August 2020 open doors to students and begin new school year

Board Oversight Form

Board Member Name	Board Member Role	Length of Time Served on Board	
Chittenden, Patrick	Member	Newly elected	
Cunningham, Mindy	Member	2 years	
Dials, Meghann	Member	Newly elected	
McWhirter, William	Member	10 years	
Miller, Adrian	Treasurer	4 years	
Nottingham, Mark	Member	3 years	
Roy, Dan	Secretary	5 years	
Russell, Livia	Member	6 years	
Sabens, Peggy	Member	10 years	
Scott, Julie Perkins	Vice Chair	6 years	
Steele, David	Member	3 years	
Steiner, Kelth	Member	12 years	
Sternberg, David	Member	Newly elected	
Taft, Joanna	Chair Emeritus	Retired	
Watson, John Chair		12 years	

HERRON PREPARATORY ACADEME REPLICATION APPLICATION

Appendix 1: Community Partners Letters of Support



10901 West 120th Avenue, Suite 450 Broomfield, CO 80021 (303) 217-8090 chartergrowthfund.org

April 8, 2019

Indianapolis Charter School Board Attn: Patrick McAllister Director of the Office of Education Innovation 200 E. Washington St. Indianapolis, Indiana 46204

Dear Mr. McAllister,

On behalf of the Charter School Growth Fund, I am pleased to provide this letter supporting Indianapolis Classical School's (ICS) charter proposal for Herron Preparatory Academy, a kindergarten through eighth grade school, to serve Indianapolis students.

The Charter School Growth Fund (CSGF), a national nonprofit organization that invests philanthropic capital in the nation's highest-performing charter school operators, shares the Office of Education innovation's sense of urgency to provide quality choices to Indianapolis communities and families. We make select investments in charter school management organizations that have repeatedly achieved outstanding academic results while demonstrating that they have the will, expertise, and ability to consistently offer quality options while maintaining fiscal responsibility, strong leadership, and excellent academics and school culture.

Throughout our partnership with ICS, we have seen their ability to deliver consistently strong student results as well as manage their organization in a sustainable, fiscally responsible way. We are pleased to say that ICS meets CSGF's criteria and beyond; ICS is well-positioned to continue a successful expansion to serve more students in the Indiana region.

Since the founding of ICS' first school, the charter network has proven its ability to dramatically improve the educational outcomes of hundreds of diverse students in Indianapolis. Our annual analysis of student performance data shows that ICS has maintained a high level of quality, inclusive of a proven academic model, a sound business plan, and a strong leadership team.

We believe that ICS is among our nation's brightest examples of models that work. For that reason, we are delighted to support their application for a charter for their new K-8 school, Herron Preparatory Academy.

Sincerely,

Kevin Hall

Kinfen

CEO, Charter School Growth Fund

Growing the nation's best charter schools,

Office of Education Innovation Indianapolis Charter School Board Attn: Patrick McAlister, Director of Charter Schools 200 E. Washington St. Indianapolis, Indiana 46204

Indianapolis Classical Schools flagship campus, Herron High School, was one of those rare projects where grassroots energy meets data driven educational planning. The grassroots energy brought "connectivity" (when you don't know the answer, you know the person who does, when you don't have the resource, you know the organization that does), the power of community, and strategic planning at the neighborhood level to establish a powerful learning environment. Throughout its history, these strengths have earned national recognition for outstanding student achievement.

Herron High School has also had a significant and positive economic impact on its surrounding neighborhood and Indianapolis as a whole. With a 99 percent graduation rate and 100 percent college acceptance rate, the school has become a coveted high school option for families across the city. Its presence as a quality high school education option on the Near Northside of Indianapolis has led to increased homeownership and an increase in home values in the surrounding neighborhood.

The number of annual homes sales in the surrounding community more than quadrupled while average sale price increased 93% over the period from 2000 to 2015, despite a housing bubble and recession during that period. Since 2010, the year Herron High School's first class graduated, the number of homes sold ennually has doubled and the average sale price has increased 42 percent. This significant gain in stability and value outpaces housing market trends in other areas of Indianapolis and is, at least in part, attributable to improved public education in the area. Herron High School has provided an enormous service to students and homeowner's alike.

Building on this educational and economic success, Indianapolis Classical Schools second campus, Riverside High School, is poised to deliver a much needed economic boost to the near north side. Currently in its second year, Riverside High School students are already significantly outperforming their peers and adapting to a culture of rigor and high expectations that is foundational to an Indianapolis Classical Schools education. The academic growth for many students who arrived with significant academic deficits and challenges has brought hope and renewed confidence for success to families in a traditionally underserved community.

Indianapolis Classical Schools plan to open a third campus as a K-8 is the next logical step in service to the families in our city. A quality K-8 school offering a world class education in downtown Indianapolis is an enormous benefit to the city's economic future, and will provide children with the crucial learning skills they need to reach their full potential at the high school level and beyond.

Strong urban schools support strong families and create livable, viable urban communities by acting as a stabilizing anchor in city neighborhoods. In order to remain economically competitive both nationally and globally, supporting world class public educational opportunities must be a top priority. This is why I urge the Indianapolis Charter School Board to approve this charter.

Sincerely.

Former Chairman of the Indianapolis Charter Schools Board

John M. Marty



1630 N. Mer dan St. Sure 650 and acope in \$1 46202 317 622 6107 phone - 317 622 6149 fex

March 27, 2019

Office of Education Innovation Indianapolis Charter School Board Attn: Patrick McAlister, Director of Charter Schools 200 E. Washington St. Indianapolis, Indiana 46204

Mr. McAllster,

I am pleased to provide this Letter of Support for the proposed Herron Preparatory Academe, Indianapolis Classical Schools K-8 charter. The Mind Trust is eager to continue partnering with Indianapolis Classical Schools in our mutual goal of advancing educational opportunities for students in our community. Having worked with the leadership of this growing network for many years, first at the Office of Education and Innovation and then at The Mind Trust, it is my considered opinion that they possess the leadership capacity to realize great success. The educators and administrators at Indianapolis Classical Schools continually impress me with their passion and dedication to providing high quality educational seats in our city. Herron High School has been a valuable contributor to the overall strength of the City of Indianapolis and to the state. Its sister campus, Riverside High School, is replicating the network's success. Early assessments show remarkable growth among its traditionally underserved population.

By expanding downward to capture students at the beginning of their educational careers, the network will be able to exceed their results at the high school level by creating students who are more fully prepared for lifelong learning. The availability of innovative quality urban education is vital to our city's future. This is an opportunity for one of our state's most effective charter school networks to expand its programming to offer younger students with the kind of exemplary educational opportunity for which both Herron and Riverside High School are known. It is my hope that the Indianapolis Charter School Board will view Indianapolis Classical Schools request for their third charter with enthusiastic approval.

Should you have any questions, please feel free to contact me at bbrown@themindtrust.org or 317-822-8102.

Sincerely,

Brandon Brown

CEO

MARIAN UNIVERSITY Office of the President

April 11, 2019

Indianapolis Charter School Board Attn: Patrick McAllister, Director of Charter Schools 200 E. Washington St. Indianapolis, Indiana 46204

Dear Director McAllister,

It is with great pleasure that I write to support the charter application of Indianapolis Classical Schools (ICS) for a third school to complement Herron and Riverside High Schools. As you may know, Marian College (now University) was an initial partner with Herron High School when it opened, and Marian University has likewise been a strong partner and supporter of Riverside High School from its inception, even housing its first year in one of the university's facilities.

We are very pleased that Indianapolis Classical Schools is making plans to open a K-8 Classical model school based in the same Core Values as its high school campuses. We recognize this is a gap in our community, and we look forward to working with ICS to fill it. We are especially hopeful that the new campus can be close to Marian so that we can build the same strong relationship with this school that we have with Riverside High School.

As an educational institution, we at Marian University are greatly impressed with the high standards and excellent academic results obtained by ICS, and we have no doubt that this tradition would continue at a third school. In my own role as Vice President for Strategic Partnerships, I am also deeply impressed by each school's deep commitment to the community around it and the positive impact both have on their neighbors and neighborhoods. We are already seeing the benefits of this commitment from Riverside High School after only two years, and I'm sure the same will be true of a new K-8 school. ICS's willingness to embrace its role as an anchor institution in each of its neighborhoods is truly impressively

I hope the Indianapolis Charter School Board will carefully consider the application of Indianapolis Classical Schools for a charter for a K-8 school. I strongly believe that a new ICS school would be an asset to Indianapolis that we will all be proud of.

Sincerely,

Deborah A. Lawrence, J.D.

DeboutHavere

Vice President for Strategic Partnerships and General Counsel

3200 Cold Spring Road Indianapolis, Indiana 46222-1997 Ph 317.955.6100 Fx 317.955.6105 www.marlan.edu

WALTON FAMILY

Mayor Joe Hogsett Attn: Patrick McAlister Office of Education Innovation

Mayor Hogsett:

Please accept this letter of support of Indianapolis Classical Schools as they pursue a charter for the Herron Preparatory Academe. I firmly believe that this innovative school model would provide an incredible opportunity for Indianapolis youth.

In my experience with both philanthropy and as an alumni of the Office of Education Innovation, I have had the opportunity to engage with hundreds of schools over the past decade. The Indianapolis Classical Schools are without question two of the most exceptional, groundbreaking schools I have encountered. As authorizers and funders, asking ourselves whether we would send our own children to a particular school remains a critical gut check when considering new proposals. Without question, I hope to send my son to either Herron or Riverside High School for his high school experience. I am so proud of this network, and of the countless lives they have positively shaped.

By approving this charter application, you will ensure that an exceptional opportunity is made available to Indianapolis youth. Our city would benefit tremendously from the creation of another school within this tremendous network. I fully support the Herron Preparatory Academe application, and thank you for your consideration.

Sincerely,

Beth Bray

Program Officer, K-12 Education

Walton Family Foundation



April 3, 2019

Mr. Patrick McAlister Director of Charter Schools Office of Education Innovation Indianapolis Charter School Board 200 East Washington Street Indianapolis, Indiana 46204

Dear Mr. McAlister:

I write in support of the application made by Indianapolis Classical Schools for a K-8 charter school in Indianapolis. The success of the classical model of education demonstrated by Herron High School and Riverside High School suggests that a K-8 school would be welcome in our community. The values imparted to students participating in this method of instruction would potentially have an even greater impact by beginning with younger students.

While the merits of a K-8 classical school may be self-evident, I believe the case is made even stronger by the possibility of the school establishing partnerships with Indianapolis organizations. The Indianapolis Symphony Orchestra would welcome such a relationship. The ISO's Learning Community provides musical education experiences to thousands of children each year. Our resident ensemble for young people, the Metropolitan Youth Orchestra, is a youth and family development program designed to use the life skills learned through music instruction to engage youth in activities that discourage at-risk behaviors and keep them committed to staying in school. We would enjoy working with Indianapolis Classical Schools to provide opportunities for K-8 students to engage with our educational programs. These activities could include attending special concerts, trying musical instruments, and potentially participating in the Metropolitan Youth Orchestra. In addition, we offer numerous teaching training workshops for credit.

Indianapolis Classical Schools is a major asset in our community. The Indianapolis Symphony Orchestra endorses the creation of a new charter school under the auspices of this groundbreaking organization.

Please contact me if I can be of further assistance in evaluating this new charter school.

Best wishes,

James M. Johrson Chief Executive Officer

Krzyszlof Urbański wusicoweczon

Jack Everly provident popsiconductor

James M. Johnson cao

32 E. Washington St., Suite 600

Indianapolis, IH 46204-2919

317.262.1100 mone

317.262.1159 FAX

IndianapolisSymphony.org

March 29, 2019

Patrick McAlister

Office of Education Innovation

City of Indianapolis



Dear Mr. McAllster,

WFYI Public Media is committed to using its resources to improving outcomes for children, especially those most vulnerable in our community. This is the foundational premise of the PBS Ready to Learn program and through it we are engaged in on-the-ground community engagement activities with local educational and nonprofit partners. These activities are designed especially for children ages 2-8 in underserved communities to improve school readiness and build skills and practices in the areas of science inquiry, engineering and informational text.

The application before you, to expand the capacity of indianapolis Classical Schools into a K-8 model, represents a similar commitment to providing high-quality, rigorous learning opportunities that have the capacity to lay the groundwork for future academic success and a future with expanded possibilities. The chance for scholars to experience a classical educational model from the beginning of their academic careers is a unique opportunity to engage them more fully in critical thinking, respectful dialogue and collaborative learning.

WFYI has hosted many conversations about education in the last several years, all based on surfacing issues that will lead to all children having access to high-quality educational environments. This school could add a new and innovative option for families. We look forward to the opportunity to share Ready to Learn resources with the school community, and helping to enrich the experience through two-generation learning models that can support family engagement strategies. We look forward to sharing other STEM and literacy content so that students see stronger academic connections between school, community, and home learning environments.

Thank you for considering this application.

VP Community Engagement

wfyi

1630 N. MEKIDIAN ST. INDIANAPOUS, IN 46202

TEL (317)636-2020 FAX (317)283-6645 WFYI.ORG PUBLIC BROADCASTING FLGAN BAKER, Ph.D.

MIGDEUA BOUN, LCSW

MATTHEW GLASSER, M.S. TAMI KRICHIVER, Psy.D.

CHARQLETTE RAY, PSY.D.

BART FERRARO, Ph.D. EDGAR DAVIS, Ph.D.

MAC GREENE, Ph.D.

DONNA MERRITT, RN, CNS, APN KELLY YOUNG, Psy.D.

STEPHANIE DRESCHER, PSy.D. ELIZABETH HAHN, PSy.D.

JANINE MILLER, Psy.D.

· · SUSAN GALFORD, Ph.D.

JASON HANKEE, Psy.D.

MARK RADEL, Psy.D.

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MERIDIAN PSYCHOLOGICAL ASSOCIATES, P.C.

March 26, 2019

Indianapolis Charter School Board Atln: Patrick McAllister, Director of Charter Schools 200 E. Washington St. Indianapolis, Indiana 46204

Dear Mr. McAllister,

I am writing to express my strong support for Indianapolis Classical School's grant request to open an additional K-8 campus within the Indianapolis area.

Since opening its doors over a decade ago, Herron has proven history of academic success, reflected in its numerous educational accolades and ability to seamlessly integrate cultural, socioeconomic, and geographical differences into a unique and individualized learning environment. More recently, I have witnessed how Herron's standards for academic rigor and excellent instruction have been carried out within the Riverside High School environment.

However, as a clinical psychologist who has served ICS's psychoeducational needs for the past 9 years, the true magic of ICS schools happens everyday within the classroom. I have had first-hand experience witnessing the individualized expertise and adaptability of the ICS staff. Together, I have worked with ICS's special education department, teaching staff, and administrative team to help students successfully overcome obstacles related to learning disabilities, autism spectrum disorders, emotional disorders, traumatic brain injury, and medical/physical disabilities. ICS's staff's dedication to students' academic needs is unique and unrelenting. The result is an environment that supports students and their families in a way that many begin to experience academic success for the first time in their lives. It has been a true pleasure working with ICS and its families, and to witness how strong leadership and teaching expertise truly changes lives on a daily basis.

It is no wonder that ICS is considered the gold standard of educational success in Indiana. Each year, enrollment at Herron has increased and students are on a walt-list, hoping for an educational opportunity that is unrivaled in the city. Many students on the walt list reside in impoverished areas, where their home schools have failed to meet minimal educational standards and lack of funding has resulted in cuts to performing arts curriculum. For these children, enrollment in a school like Herron or Riverside is clearly a life-changing opportunity.

It is for these reasons that Meridian Psychological Associates fully supports ICS's grant for replication. We would be honored to continue our partnership with ICS to provide psychoeducational services to their student body. Our partnership will help to ensure the success of the new campus and contribute to the betterment of the surrounding neighborhood and the Indianapolis community.

Sincerely,

Elizabeth Hahn, PsyD, HSPP

Meridian Psychological Associates 4401 N. Central Avenue Indianapolis, IN 46205

Appendix 2: Assurances Form

HERRON PREPARATORY ACADEME REPLICATION APPLICATION

Appendix 2: Assurances Form

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for [Herron Preparatory Academe] to be located at [TBD] is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

- Will not charge tultion, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs, except for a preschool program or a latch key program. IC 20-5.5-8-2
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, each timely applicant will be given equal chance of admission. IC 20-5.5-5-4
- Will provide the number of students enrolled in the charter school, the name of each student
 and the school corporation in which each student resides to the Indiana Department of
 Education by the date established thereby. IC 20-5.5-7-3
- Will submit an annual report to the Indiana Department of Education in the form required thereby. IC 20-5.59-1
- Will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-5.5-9-5
- Will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.
- Will maintain separate accountings of all funds received and disbursed by the school, IC 20-5.5 7.1
- Will ensure 90% of individuals who teach hold a license to teach in a public school in Indiana under I.C. 20-6.13 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11. IC 20-24-6-5
- Will permit certified employees at the charter school the opportunity to organize and bargain collectively under I.C. 20-7.5. IC 20-5.5-6-3
- Will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
- 11. Will at all times maintain all necessary and appropriate insurance coverage.
- 12. Will Indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, and their officers, directors, agents and employees, and any successors and assigns from



- Will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis
 of the following: disability, race, color, gender, national origin, religion & ancestry. IC 20-5.5-2-2
- 14. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
- 16. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.

 Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Authorized Representative's Signature

Date

Appendix 3: Budget Package -

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Indiana Tuition Support Estimate Calculator

Lunch Population	2019 Tuition Support	Estimated Med	Estimated 2019 Basic Grant
90% to 100% 80% to 90% 70% to 80%	\$5,352.00 \$5,352.00 \$5,352.00 \$4,352.00	\$1,550.00 \$1,550.00 \$725.00	\$6,902.00 \$6,702.00 \$6,077.00

Please note that OEI does not have access to the full complexity formula. As a result, the numbers provided above are rough estimates and subject to change



rear 1 Dotelled Budget		FY2021 Year 1	Assumptions:
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nrollman	et Estimate		to location as Riverside High Scho
lavenue	State Funding Basic Grank Charter Facility Grant State SPED Texthook Belmbursoment Total State Funding	\$ 1,951,353 \$ 295,000 \$ 162,840 \$ 20,283 \$ 2,429,474	Assumes foundation amount from House version of HB3001 and the same complexity index as Riversida High Scho Assumes per pupil amount in House version of HB1001 . Assumes historical SpED percentages for RHS and RHS . TextOpok reimbursement and student fees are calculated at \$325 per pupil and distributed according to FRI.
	Federal Funding Federal Lunch Beindursament Federal Special Ed Title I Title II CSP Total Federal Funding	\$ 88,500 \$ 42,000 \$ 72,000 \$ 5,000 \$ 300,000 \$ 508,500	Includes all food service revenue; calculated at \$300 per student. Conservative estimates using 1st year effocations for Riverside High School as a guideline Conservative estimates using 1st year allocations for Riverside High School as a guideline Conservative estimates using 1st year allocations for Riverside High School as a guideline Conservative estimates using 1st year allocations for Riverside High School as a guideline Will apply for 3 year, \$900k grant
	Private Funding		Philanthropic revenue is especial at the network level
	Charter School Growth Fund Annual Fund Total Private Funding	\$ -	
	Other Income		Interest income is captured at the network level
	Interpat Income Student Fees Overpayments/Refunds Other Revenue Total Other Income	\$ 16,594 \$ 13,275 \$ 29,869	High Ability, NESP, Title III, etc.
Total !	Revenue	4	
Expen	Instructional Expenses Personnel Costs Salary & Wages Bonudes Payroll Taxes Health Instrance Refirement	\$ 922,000 \$ 65,845 \$ 92,100 \$ 78,370 \$ 2,305	•
	Other Benefits Total Personnel Costs	\$ 1,161,720	
	Professional Services Instructional Services SPED Services Total Professional Services	\$ 20,650 \$ 29,500 \$ 50,150	
	Supplies & Materials Field Trips Assessments Classroom Supplies Uniforms Total Supplies & Materials	\$ 5,000 \$ 8,850 \$ 66,37 \$ 5,00 \$ 85,22	b Based on \$225 per student 5 5
	Total Instructional Expanses	\$ 1,297,09	5
	Administration Expenses Personnel Costs Salary & Wages Payroll Taxes Health Insurence Retirement	\$ 408,88 \$ 29,5 \$ 40,8 \$ 34,7 \$ 1,0	38 80 48
	Other Benefits Total Personnel Costs	\$ 515,0	

Staff Training			
Professional Davelopment	\$	15,000	
Total Staff Training	5	15,000	
Totor stogy making	1153		
Supplies & Materials	5027		
Postage	\$	3,200	
Supplies	\$	10,000	
Egulpment Rental	\$		
Total Supplies & Materials	\$	13,200	
Professional Services	\$	40,000	200
Nurse Services	5	10,000	Legal fees are captured at the network level and aflocated to schools
Legal Fees	2	45	4 A - do-e fore and analicable in year 1
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Accounting Fees	\$	•	General force are experied at the network level and allocated to schools
Payroll Processing	\$	2020	Net expenses from network level. Allocated at \$966 per student.
Network Allocation	\$	285,000	Net expenses it of the section of th
Total Professional Services	\$	325,000	
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Other Expenses	5	5,000	
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Recruitment	\$	- 8	Recruitment expenses captured at network level
Employment Advertising	5		Merrandial exhauses exhause
Total Other Expenses	\$	10,000	
Total Administration Expenses	\$	878,288	N
8.9			
Facilities Expenses	\$	250,000	Based on amortization of \$3,000,000 loan
Facilities	š	213,000	
Utilities, Repairs, Cleaning	\$	5,000	
Security	\$	64,000	Includes property & casualty, general liability and student accident insurance
Insurance Expense	,	04,000	divines by Land
Yotal Facilities Expenses	\$	532,000	1.5
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Technology Expenses	\$	- 2	Equipment included in capital expanditures below.
Misc Equipment	\$	104	Computers Included in capital expenditures below.
Misc Computer	\$	6,000	
Software Expense	\$	0,000	Internet connectivity is captured at the network level
Internet Connectivity	\$		Technology scrylces are captured at the network level
Technology Services	,		Teaming)
Total Technology Expenses	\$	6,000	
TOTAL TECHNOlogy Coperation			intorest expense is included in facility expense
Interest Expense			
Depreciation Expense or Coptial Expenditures	\$	100,000	Capital expenditures outside of a building project budget through fundraising/finencing
240200000000000000000000000000000000000			
Other Expenses	\$	20,000	
Extra-Curricular	\$	55,000	20
Transportation	5	78,000	103
Student Lunch Expense	5	5,000	
Other Food Purchases		2,000	
Total Other Expenses	\$	158,000	
Total Expanses	\$	2,971,383	
Net Operating Income	5	(3,540)	



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Budget Narrative

	Question	Briefly Describe Proposed Activities
1	Detail your contingency plans should you experience a budget shortfall, low student enrollment or other operational difficulties. Are there any expenditures that are essential to the model that cannot be cut under any circumstances?	Herron Preparatory Academe is the third school of indianapolis Classical Schools. ICS has a demonstrated history of strategically managing budgets to meet the needs of the students while being fiscally conservative. With the strong foundation at the network level, non- teaching functions can be eliminated with any budget challenges. Certain positions will only be added as the budget allows. There is also the possibility of sharing positions with the high schools when a full-time position is not necessary until the school reaches full enrollment (i.e., art, music, technology). The cost of the facility is a fixed expense that cannot be adjusted if enrollment projections are not met. However, all other costs can be adjusted to meet the needs of actual enrollment. Finally, there is flexibility in the allocation of the network administration costs until the school reaches full enrollment.
2	Explain how the school will make certain that sufficient funds are available to cover a) any special education costs incurred, and b) any transportation costs necessary to ensure the school will be both open and accessible	Special Education ICS monitors the special education closely to ensure all funds restricted for those services are used appropriately. As the population increases, additional funding follows and staffing will be adjusted accordingly. In addition, management budgets contingencies within the general fund to ensure adequate funds are available in the event expenses exceed the restricted funds. The enrollment team works collaboratively with the special education team during the enrollment process to identify specific needs of students to ensure we have planned and budgeted appropriately for the students prior to their first day. Transportation with addition of the second school in 2017, ICS acquired two buses and implemented an intercampus transportation program. With the addition of elementary/middle school families, this program will be expanded to ensure Horron Preparatory Academe is accessible to students all throughout indianapolis and surrounding areas. In the long-term projections for all network schools, a generous allocation has been included both at the network level and at the school level to meet the transportation needs of all students. This will be monitored closely to make adjustments in the short-term and to ensure the program is sustainable in the long-term.
3	Explain your rationale for the enrollment projections you made on the attached budget documents	Herron Preparatory Academe will begin with kindergarton and 1st grade and 5th and 6th grades, adding a grade at the elementary level and a grade at the middle school level until the school reaches full enrollment. The enrollment capacity at the lower levels is designed to provide a solid foundation with lower teacher-to-student ratios in the early years. The teacher-to-student ratios at the middle school level align with those in our high schools. The growth of enrollment is strategically planned to allow the school to be financially sustainable by the 3rd year and fully enrolled by the 4th year.
4	Please include any additional details necessary for understanding your strategic budgeting priorities.	Leadership not only manages strategic budget priorities at the school level but also at the overall network level. Capacity building activities are captured at the network level and net expenses are allocated to the schools based on enrollment. With this structure, leadership's priority is to drive as much of the individual school budget to the classroom and the functions that directly impact the student. While leadership monitors the financial sustainability of each school, the overall financial health of the network allows leadership flexibility to adjust school budgets accordingly to meet the needs of the students each school serves.

Appendix 4: Core Values Statement INDIANAPOLIS CLASSICAL SCHOOLS:

BELIEVES THAT EVERY STUDENT IS A SCHOLAR

Demonstrated by:

- A. Teachers' respect for and engagement with students in the learning process
- B. Teachers' belief in students and what they are capable of achieving
- C. Faculty and staff devotion to helping student growth
- D. Shared belief that students are capable of reflective dialogue, critical reasoning, and engaging in meaningful interactions that promote a life-time of learning

ENGAGES IN AN URBAN COMMUNITY

Demonstrated by:

- A. Promoting the interweaving of family, school, and city and broadening of worldview
- B. The ICS community identifying its role in the larger urban context
- C. Fostering meaningful connection to local and cultural resources
- D. Valuing of diversity

ADVANCES TIMELESS IDEAS AND CONTENT

Demonstrated by:

- A. Unchanging, timeless, essential issues and ideas that move through all subjects, that transcend cultures and geography, that inform humankind and, in fact, make us human
- B. Embracing a classical curriculum which fosters a love of learning and understanding and the belief that members of the ICS community are accessing and contributing to a rich heritage of
- C. Belief that accountability to state, national, and global standards is helpful in validating the value of the classical approach

BUILDS A CULTURE OF RESPECT AND TRUST THROUGH RELATIONSHIPS WITH PEOPLE AND IDEAS

Demonstrated by:

- A. A community of learners in which trust comes first
- B. An understanding and respect for authority
- C. Teachers sharing with students their love for their subjects and ideas
- D. Students viewed as meaningful contributors, not products to be processed
- E. A high value placed on collaboration
- F. Investment in professional development

SERVES AS A CATALYST FOR RENEWAL

Demonstrated by:

- A. Students, as beneficiaries of high expectations, a classical, liberal-arts curriculum, and caring relationships, mature into informed citizens who are prepared to contribute and succeed
- B. Creation of a new archetype of successful, urban secondary education
- C. Contributing to the vibrancy and livability of urban neighborhoods

Appendix 5: Leadership Resumes

Sean R. Henseleit

OBJECTIVE

To serve an educational community that celebrates diversity and empowers students to be lifelong learners.

EDUCATION

2002-2006

Butler University

Indianapolis, IN

Bachelor of Science in Elementary Education

May 2006

Minor in Spanish

January 2013-December 2014

Butler University

Indianapolis, IN

Master of Science in Educational Administration

December 2014

CERTIFICATION

Indiana Proficient Practitioner's License Primary and Intermediate Generalist June 2013

Indiana Building Level Administrator License

January 2017

EXPERIENCE

July 2018-Present

Director of Academic Accountability-Indianapolis Classical Schools

- Collaborating with other members of the academic leadership team to develop and implement systems to successfully prepare students for assessments required for graduation by the state of Indiana.
- Coordinating the administration of the assessments required for graduation by the state of Indiana.
- Analyzing student data to provide periodic reports to senior leadership regarding students' individual accountability progress as well as the school's accountability progress.
- Serving as the Corporation Test Coordinator ensuring all legal and administrative best practices are followed.
- Monitoring legislative activity as it relates to state testing requirements.
- Creating and delivering required training for state test administration.
- Coordinates annual NWEA testing for the freshman & sophomore classes.
- Serving as the network's Advanced Placement Coordinator.
- Serving as the English Language Learner Coordinator for the network.

August 2016-June 2018

Assistant Principal-Lantern Road Elementary-Hamilton Southeastern Schools

- Leading day to day school operations
- Mentoring teachers
- Facilitating curriculum and data conversations with teams of educators.

- Analyzing data to make instructional and curricular decisions.
- Planning and leading professional development opportunities for teachers.
- · Training teachers on the use of RTI interventions such as LLI.
- Compiling data using Microsoft Excel and other systems.
- Overseeing and planning school wide testing

August 2015-August 2016

Instructional Coach-Hamilton Southeastern Schools Grades K-4

- Coaching teachers in teaching literacy through Reading Workshop, Writing Workshop, and The Project Approach.
- Coaching teachers in math instruction through Balanced Math.
- · Leading conversations on educational beliefs.
- Compiling data using Microsoft Excel and other systems.
- · Analyzing data to make instructional and curricular decisions.
- Facilitating curriculum and data conversations with teams of educators.
- Attending workshops with district consultants and experts in literacy and math.
- Planning and leading professional development opportunities for teachers.

June 2011-August 2015

Instructional Coach-MSD Lawrence Township Grades K-6

- Coaching teachers in teaching literacy through Reading Workshop, Writing Workshop, and The Project Approach.
- Coaching teachers in math instruction through <u>The Five Easy Steps to a Balanced Math Program</u> and the <u>Developing Math Concepts</u> series.
- Leading district wide curriculum teams to develop curriculum and assessments.
- Compiling data using Microsoft Excel and other systems.
- Analyzing data to make instructional and curricular decisions.
- Facilitating curriculum and data conversations with teams of educators.
- Attending workshops with district consultants and experts in literacy and math.
- Planning and leading professional development opportunities for teachers.

August 2006-June 2011

Teacher-Winding Ridge School of Inquiry and the Arts-MSD Lawrence Township-1st and 3rd Grade

- Taught literacy through Reading Workshop, Writing Workshop, and The Project Approach.
- Taught math through The Five Easy Steps Framework.
- Mentored 2 student teachers and multiple practicum students in the areas of curriculum, instruction, and behavior management.
- · Facilitated a professional learning community.
- Attended trainings in equity work, the project approach, instructional strategies, and leadership strategies.
- Mentored colleagues in the areas of instruction, behavior management, classroom management, and technology.
- Collaborated with another teacher in a team-teaching model.

Carroll Bilbrey 5043 Primrose Ave. Indianapolis, IN 46205 (317) 721-5079 | cbilbrey@indianapolisclassicalschools.org

Education Leadership Experience

Professional Development Coordinator July 2018 – Present Indianapolis Classical Schools – Indianapolis, IN Support and collaborate with the VP of Academics and Heads of School in planning and implementation of year-long faculty professional development sessions across school network. Train and support new teachers through summer on-boarding session. Stay upto-date on the latest instructional practices through research, workshop attendance, collaboration with teacher-leaders.

collaboration with teacher-leaders.

Social Studies Department Chairperson August 2015 - Present Indianapolis Classical Schools — Indianapolis, IN Observation and evaluation of teaching practices and classroom management across school network. Overseeing of department teacher gradebooks, course websites, and lesson plans; state standards-based curriculum development; implementation of school culture and expectations. Coach department teachers on best practices and collaborate on instructional strategies and curriculum development.

Teaching Experience

Social Studies Teacher August 2008 – June 2018 Herron High School – Indianapolis, IN My primary goal as a teacher is to foster global engagement and critical thinking skills through the study of, and interaction with, history and geography. Creation of rigorous year-long curriculum in Advanced Placement Human Geography, Advanced Placement World History, World History & Civilizations, and Anthropology. In 2018, 81% of my AP Human Geography students passed the AP exam, compared to the national passing average of 54%. From 2008 - 2016, I worked with primarily 9th graders in AP World History, a course traditionally designed for 11th and 12th graders. In 2016, 65% of my students passed the AP exam, compared to the national passing average of 51%.

ExtracurricularS

Model United Nations August 2010 – May 2018 Herron High School – Indianapolis, IN Cosponsor of Model United Nations club – organizing conference trips, fundraising, and overseeing community service projects.

Post-Secondary Education

 Master of Business Administration in Education Leadership August 2017 University of Indianapolis – Indianapolis, IN Bachelor of Arts in Social Studies Education December 2007 Purdue University – West Lafayette,
 IN Bachelor of Arts in Anthropology, History December 2003 Purdue University – West Lafayette, IN

License & Certification

Indiana Building Level Administrator License: Initial Practitioner April 2018 – April 2020 Indiana Professional Educator's License: Proficient Practitioner July 2015 – July 2020 Content Areas: Historical Perspectives, Government & Citizenship, Sociology

Awards & Fellowships

Woodrow Wilson MBA Fellowship in Education Leadership June 2016 — Present Woodrow Wilson Fellowship Foundation — Princeton, NJ Provided a scholarship for the completion of an MBA in Education Leadership program at University of Indianapolis. Provided three years of coaching focused on successful and sustainable school leadership.

The Mind Trust Fellowship June 2018 – June 2019 Indianapolis, IN Provided support in the planning and launching of a new innovation charter school. Attended workshops and sessions focused on ed law, standardized testing, cultural competency, talent management, and community engagement. Traveled to South Africa and New York City to observe a variety of school models and talk with school leaders.

The Armstrong Teacher Educator Award April 2018 – April 2019 Indiana University – Bloomington, IN Recognized for educator excellence and work with coaching and leading teachers. Named year-long "Teacher in Residence;" worked with IU education faculty and undergraduate pre-service teachers in the classroom and early field experiences.

National Principals Academy Fellowship July 2018 – May 2019 Relay Graduate School of Education – New York Year-long school leader training focused on how to analyze student data, effectively coach and provide feedback to educators, and create and sustain positive school culture.

Appendix 6: Herron Preparatory Academe Enrollment and Discipline Policies

HERRON PREPARATORY ACADEME DISCIPLINE POLICY

Herron Preparatory Academe believes that strong relationships and high expectations are the foundations of a culture of mutual trust, respect, and responsibility. Herron Preparatory Academe strives to create a safe, inclusive environment in which every student is known, respected, and cared for as an individual. All policies apply to students when they are on campus, at a school event, or representing Herron Preparatory Academe in the community.

Herron Preparatory Academe reserves the right to enact any and all measures deemed appropriate and necessary, including contacting law enforcement or other authorities, in addressing student conduct and the safety of all school stakeholders. Herron Preparatory Academe also reserves the right to hold students accountable for any illegal activities that may occur off campus, outside of school hours.

All Herron Preparatory Academe students must abide by seven Universal Behavior Policies. These policies include:

- Show respect for people, property, and the learning process
- Be in correct uniform
- Use school-appropriate and responsible language
- · Remain awake, alert, and engaged in class
- · Come to class on time and prepared to learn
- · Come to class without food, candy, gum, or unauthorized beverages
- · Come to class without cell phones or other unauthorized electronic devices

Students who do not meet the expectations outlined in the Universal Behavior Policies will be corrected by a teacher or administrator. The vast majority of discipline problems will be dealt with at the classroom level. In order to maintain consistency, administrators will periodically facilitate professional development sessions for teachers, focusing on best practices for behavioral management.

There are three behaviors that will automatically necessitate removal from the classroom. Those behaviors are the following.

- Inappropriate Behavior A student is disruptive or disrespectful to peers, adults, and/or the learning environment.
- Inappropriate Language A student uses racist, bigoted, profane, or otherwise offensive language.
- Act of aggression Causing, threatening, participating in, encouraging, or attempting to initiate aggressive behavior or violence (physically or verbally).

Students who participate in any of the behaviors listed above will be subject to consequences that include a verbal warning, parental contact, detention, suspension, or expulsion.

Enrollment Policy

Indianapolis Classical Schools, including Herron High School and Riverside High School, does not discriminate on the basis of race, color, gender, sex, gender identity, disability, religion, ancestry, national or ethnic origin, or any characteristic that is legally protected under applicable local, state or federal law in the administration of its educational policies, behavior policies, admissions policies, scholarship and loan programs, food service and athletic or other school-administered programs.

GENERAL ENROLLMENT POLICIES

Indianapolis Classical Schools' student enrollment is diverse and multicultural in scope. Enrollment is open to any student in the state of Indiana. Any child who is qualified under Indiana law for admission to a public high school is qualified for admission to an Indianapolis Classical School. Students who are currently expelled from a previous school or have withdrawn to avoid expulsion from a previous school are not qualified for admission to an Indianapolis Classical School.

Indianapolis Classical Schools comply with all applicable laws and regulations that affect enrollment in an Indiana public charter school.

TIMELINE FOR INCOMING FRESHMEN

Indianapolis Classical Schools uses the Enroll Indy OneMatch system to fill open spots in the freshmen class each fall. Students applying for 9th grade fill out an application during the open enrollment periods and are entered into a lottery to receive a spot.

The OneMatch process will consist of three lottery rounds. The application timeline is as follows:

- Round One Begins November 15, 2017
 - o Deadline January 15, 2018
 - o Results Released February 15, 2018
- Round Two Begins January 16, 2018
 - o Deadline April 15, 2018
 - o Results Released May, 2018
- Round Three Begins April 16, 2018
 - o Deadline June 15, 2018
 - o Results Released June 30, 2018

TRANSFER STUDENTS

Students who wish to transfer to an Indianapolis Classical School will submit an application through Enroll Indy. Applicants will be offered a seat on a first-come, first-served basis.

APPLICATION SUBMISSION

Applications for enrollment can only be completed online. Indianapolis Classical Schools has computer stations located at each high school for families needing help with the enrollment process.

SECURING A SEAT

Within 30 days, applicants for 9th grade need to complete the "Next Steps" listed in the OneMatch portal. Families who do not complete the next steps within 30 days, will default their spot, and those seats will be opened for the next round of enrollment.

In addition, the following items are due within 30 days of the match:

- Grade reports from 6th, 7th and 8th grades
- Attendance reports
- Disciplinary reports
- Middle school ISTEP or related standardized testing scores
- · Copy of Birth certificate
- Immunization records

The following items are due prior to the start of school;

REGISTRATION FORMS:

- General Registration/Demographics Form
- Medical/Emergency Form
- Photograph/Media and Field Trip Permission Form
- Automated Communication Form
- · Health Clinic Forms, if applicable

If a student has received Special Education services, Indianapolis Classical Schools request his/her most recent IEP or 504 and current (within 3 years) psycho-educational evaluation so our resource department can begin planning accommodations.

Only applicants who have provided all of the required documents listed above will be considered to have completed the enrollment process. An applicant with any missing materials may forfeit his/her spot to the next applicant in the lottery. The above requirements may be waived for students who are homeless and qualify for services under the McKinney-Vento Act or children of migratory workers.

All accepted incoming freshman students must also submit his/her final 8th grade transcript demonstrating he/she has been promoted to the 9th grade, or, in the case of a transfer student, to the next grade by June 30th in order to secure his/her spot in the fall class or within two weeks of notification of enrollment if the date of notification falls after June 30.

Applicants who are transferring must submit the following items within two weeks of obtaining their scat;

- Official transcript
- Attendance reports
- Disciplinary reports
- ISTEP or related standardized testing scores
- · Copy of Birth certificate
- Immunization records

PREFERENCES

Siblings of students from any of the Indianapolis Classical Schools are given preference during the Open Enrollment periods, as are children of Indianapolis Classical Schools board members, faculty and staff. Applicants who live within the boundary zone for each Indianapolis Classical School also have preference.

RETURNING STUDENTS: ANNUAL REGISTRATION FORM REQUIREMENT

Students enrolled in and attending an Indianapolis Classical School, who are in good standing, are eligible for reenrollment the following school year and are not required to go through the application or lottery process. However, returning students must fill out all annual registration forms including the *Intent to re-enroll* form by March 15 or by the date specified each year if different. Certain exceptions to these requirements may be permitted by Federal law if the enrolling student is considered homeless under the definitions described in the McKinney-Vento Homeless Assistance Act of 1987.

EXPULSIONS

Students who are currently expelled from a previous school or have withdrawn to avoid expulsion from a previous school are not qualified for admission to Indianapolis Classical Schools. Students expelled from Herron High School or Riverside High School are not eligible to re-apply for admission until the expulsion period has been completed. Students who have completed an expulsion period must re-apply for admission and are subject to all enrollment policies established for new incoming families. Indianapolis Classical Schools do not accept students who have been expelled by another school until their expulsion period has expired.

WITHDRAWALS

Students who withdraw Indianapolis Classical Schools during the school year must reapply for admission and are subject to the procedures outlined above for new incoming students.

WAITLIST

There are no waitlists within the Enroll Indy system. Students are matched with one school they have listed on their application.

Appendix 7: ICS Special Education Policy Manual

http://www.herronhighschool.org/wp-content/uploads/2019/04/sped-policy-manual.pdf

Appendix 8: ICS Employee Handbook

http://www.herronhighschool.org/wp-content/uploads/2019/04/ics-empl-handbook.pdf

Appendix 9: ICS Business Policies and Procedures

http://www.herronhighschool.org/wp-content/uploads/2019/04/ics-business-policiesprocedures.pdf Appendix 11 By-laws

<u>BYLAWS</u> <u>OF</u> HERRON HIGH SCHOOL, INC.

ARTICLE I

Name

Section 1.1 Name. The name of this corporation shall be Herron High School, Inc. hereinafter referred to as the "Corporation".

ARTICLE II Offices and Agency

Section 2.1 <u>Registered Office and Registered Agent.</u> The Registered Office of the Corporation shall be located in Indianapolis, Indiana, and the Registered Agent of the Corporation shall have a business office identical with such Registered Office. The Corporation's Registered Office and Registered Agent may be changed from time to time by the Board of Directors of the Corporation, upon filing of such notices as may be required by law.

Section 2.2 Other Offices. The Corporation may have other offices within or outside the State of Indiana at such place or places as the Board of Directors may from time to time determine.

ARTICLE III Purposes and Powers of the Corporation

Section 3.1 <u>Purposes</u>. This Corporation is organized and shall be operated exclusively for religious, charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). In furtherance thereof, the Corporation's purposes shall include the following:

to support, promote, advocate and/or advance the education of children residing in the Herron Neighborhood, Riverside Neighborhood, and the greater Indianapolis community;

to promote academic excellence, social development, and civic responsibility;

to provide educational alternatives for families in the Herron
 Neighborhood, Riverside Neighborhood, and the greater Indianapolis community;

to organize and operate one or more public charter schools (the "Schools")

for the aforesaid purposes;
to solicit and raise funds and endowments, and to receive by way of gift,
purchase, grant, devise or otherwise any property, real, personal or mixed, and to hold,
use, maintain, lease, encumber, sell, convey and otherwise dispose of such property in the

furtherance of the purposes of this Corporation;

to promote, support, and conduct charitable scientific and/or educational activities qualifying under Section 501 (c)(3) of the Code;

 to make gifts, grants or donations to other exempt charitable organizations, and to promote and support the charitable, scientific, and educational activities of other exempt charitable organizations; and

to engage in such pursuits as may be necessary or incidental, or which

may aid and assist, in carrying out the Corporation's purposes.

Section 3.2 <u>Powers</u>. This Corporation shall have all of the general rights, privileges, immunities, franchises and powers conferred upon corporations created by the Indiana Nonprofit Corporation Act of 1991, as amended (hereinafter referred to as the "Act"), but shall be limited to the exercise of only such powers as are: (i) in furtherance of the purposes expressly provided for in Section 3.1 of this Article, (ii) in furtherance of activities permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, and (iii) in furtherance of activities permitted to be carried on by a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), and Section 2522(4(2) of the Code.

Subject to the limitations and restrictions imposed by law or these Articles of Incorporation, or any amendment hereto or restatement hereof, the Corporation shall have the following general rights, privileges, and powers:

to sue, be sued, complain, and defend in the Corporation's name;

to have a corporate seal;

to make and amend bylaws not inconsistent with the Corporation's
 Articles of incorporation, or with the Act;

 to purchase, receive, take by gift devise or bequest, lease or otherwise acquire, own, hold, improve, use, and otherwise deal with real or personal property, or any legal or equitable interest in property, wheresoever located;

to sell, convey, mortgage, pledge, lease, exchange, and otherwise dispose

of all or any part of the Corporation's property;

 to purchase, receive, subscribe for or otherwise acquire, own, hold, vote, use, sell, mortgage, lend, pledge or otherwise dispose of and deal in and with shares or other interests in or obligations of any entity;

 to make contracts and guaranties, incur liabilities, borrow money, issue notes, bonds and other obligations, and secure any of the Corporation's obligations by mortgage or pledge of any of the Corporation's property, franchises or income;

 to lend money, invest and reinvest the Corporation's funds, and receive and hold real and personal property as security for repayment, except as provided under

IC 23-17-13-3;

 to be a promoter, a partner, a member, an associate or a manager of any partnership, joint venture, trust, or other entity;

to conduct the Corporation's activities, locate offices, and exercise the

powers anted by the Act inside or outside Indiana;

 to elect directors, elect and appoint officers, and appoint employees and agents of the Corporation, and define and fix the compensation of directors, officers, employees, and agents of the Corporation;

 to pay pensions and establish pension plans, pension trusts, and other benefit and incentive plans for the Corporation's current or former directors, officers,

employees, and agents;

 to make donations not inconsistent with law for the public welfare or for charitable, religious, scientific or educational purposes, and for other purposes that further the Corporation's interest;

to impose dues, assessments, admission, and transfer fees upon the

Corporation's members, if the Corporation has members;

 to establish conditions for admission of members, admit members, and issue memberships, if the Corporation has members;

to carry on a business;

to have and exercise the powers of a trustee as permitted by law, including

those set forth in IC 30-4-3-3;

- to purchase and maintain insurance on behalf of any individual who is or was a director, officer, employee or agent of the Corporation, or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another entity;
 and
- to do all things necessary or convenient and not inconsistent with law to further the activities and affairs of the Corporation.

ARTICLE IV Membership

The Corporation shall not have members.

ARTICLE V Board of Directors

Section 5.1 General Powers. The control and management of the business and affairs of the Corporation shall be vested in its Board of Directors.

Section 5.2 Number, Tenure, and Limitation station on Serving. The number of directors shall be neither fewer than three (3) nor more than twenty-one (21), and include at least one (1) parent of a child enrolled in one or more of the Schools. Directors of the Corporation shall be elected by a majority vote of the Board of Directors to serve an initial term of three (3) years. Each Director shall be eligible for re-election to a second term of three (3) years. Thereafter, each Director may be re-elected for additional one (1) year terms. The Board of Directors shall have the right to increase or decrease, within the limits prescribed by these Bylaws, the number of Directors by a majority vote of the Directors present at a properly called meeting of the Board of Directors. Failure of a Director to attend three (3) consecutive meetings may, at the sole discretion of a majority of the Board of Directors, be considered a voluntary resignation from the Board.

Section 5.3 <u>Nominations</u>. At least ninety (90) days prior to the annual meeting, a special Nominating Committee shall be created which shall evaluate the qualifications of prospective nominees to the Board of Directors, and present its recommendations and slate of nominees to the Board of Directors for action at the annual meeting.

Section 5.4 <u>Annual and Regular Meetings</u>. The annual meeting of the Board of Directors shall be held in the month of February each year for the purpose of electing Directors and Officers, and for the transaction of such other business as may come before the Directors. The Board of Directors may provide by resolution the day, hour, and place, either within or without the State of Indiana, for the holding of regular meetings of the Board without notice other than such resolution.

Section 5.5 <u>Special Meetings</u>. Special meetings of the Board of Directors may be called by or at the request of the President or any two (2) Directors. The person or persons authorized to call special meetings of the Board of Directors may fix the day, hour, and any place, either within or without the State of Indiana, as the time and place for holding any special meeting.

Section 5.6 Notice of Meetings. Written notice stating the day, hour, and place of any meeting of the Board of Directors (except regular meetings), and in the case of special meetings, the purpose for which the meeting is called, shall be delivered, either personally, or by facsimile or electronic transmission, or first class mail, to each Director entitled to vote at such meeting not less than ten (10) days prior to the date of such meeting. If mailed, the notice shall be deemed to be given when deposited in the United States mail addressed to the Director at his/her address as it appears in the records of the Corporation. Any Director may waive notice of any meeting in writing. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened, and the Director does not thereafter participate in the meeting. Except as otherwise specified in these Bylaws, the notice need not specify the business to be transacted at, or the purpose of, any meeting.

Section 5.7 Quorum and Attendance A majority of the number of Directors entitled to vote, as fixed by these Bylaws, shall constitute a quorum for the transaction of business at any meeting of the Directors. However, when vacancies occur on the Board of Directors, a majority of the existing Directors holding office shall constitute a quorum. Attendance shall be either in person or by electronic communication.

A member of the Board who is not physically present at a meeting may participate in a meeting by electronic communication only if the following conditions are satisfied:

- · The electronic communication permits simultaneous communication among:
 - o the Board member participating by electronic communication;
 - o all other members of the Board who are participating in the meeting;
 - the members of the public physically present at the place where the meeting is conducted, and;
 - any member of the public physically present at the place where a Board member is participating by electronic communication.
- A majority of Board members must be physically present at the place where the meeting is conducted.
- All votes taken by the Board during the meeting must be taken by voice or roll call vote.

- Any Board member who must participate by electronic communication should notify the staff board liaison or a designee by no later than 24 hours in advance of the date of the meeting.
- Section 5.8 Proxies Prohibited. A Director may not vote by proxy.
- Section 5.9 Manner of Acting. The act of a majority of the Directors entitled to vote at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by the Articles of Incorporation, these Bylaws or the Act.
- Section 5.10 <u>Informal Action by Directors</u>. Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting if, prior to such action, a written consent to such action is signed by all members of the Board of Directors or of such committee as the case may be, and such written consent is filed with the minutes of proceedings of the Board or committee.
- Section 5.11 <u>Power to Elect and Appoint Officers</u>. At its annual meeting the Board of Directors shall elect a President, a Vice President, a Secretary, and a Treasurer. The Board shall have the power to appoint such other Officers and agents as the Board may deem necessary for transaction of the business of the Corporation.
- Section 5.12 <u>Delegation of Powers</u>. For any reason deemed sufficient by the Board of Directors, whether occasioned by absence or otherwise, the Board may delegate all or any of the powers and duties of any Officer to any other Officer, Director or agent, but no Officer or Director shall execute, acknowledge or verify any instrument in more than one capacity.
- Section 5. 13 Conflict of Interest. The members of the Board of Directors shall have an obligation to disclose any conflict of interest with respect to the Corporation's activities. Each member of the Board of Directors will be required to sign an annual disclosure on conflicts of interest recommended by the Corporation's legal and audit counsel. When appropriate, Board members shall be expected to abstain from voting on certain matters when a conflict of interest has been identified in accordance with a conflict of interest policy and procedure duly adopted by the Board of Directors.
- Section 5.14 <u>Resignation/Removal of Directors</u>. An elected Director may resign by providing written notification of such resignation to the President, and such resignation shall become effective immediately upon receipt of such notification or at such later date as may be specified in the notification. At any meeting of the Board of Directors, provided proper notice thereof is given and a quorum is present, any elected Director may be removed, with or without cause, upon a two-thirds (2/3) vote of the Directors in attendance at the meeting.
- Section 5.15 <u>Vacancies</u>. Vacancies occurring on the Board of Directors, including vacancies resulting from an increase in the number of Directors, may be filled by the Board of Directors at any meeting of the Board. Any Director elected to fill a vacancy occasioned by the removal, resignation or death of a Director shall hold office until the expiration of the former Director's term of office, or until his/her earlier resignation or death.



Section 6.6 <u>Vice President</u>. The Vice President shall perform the duties specified in Section 6.5 of this Article in the absence or disability of the President, and shall have such other powers and duties as the President or Board of Directors may assign from time to time.

Section 6.7 Secretary. The Secretary shall have the general powers and duties vested in the Office of Secretary, including the following: (1) to keep corporate records; (2) to record and maintain minutes of meetings of the Board of Directors; (3) to provide proper notice as required by these Bylaws; (4) to authenticate the records of the Corporation when required; and (5) to perform such other duties and exercise such other powers as the President or the Board of Directors may assign from time to time. The Secretary may delegate day-to-day administrative duties to another Officer or employee of the Corporation.

Section 6.8 <u>Treasurer</u>. The Treasurer shall have the general powers and duties usually vested in the Office of Treasurer, including the following: (1) to care for and deposit monies received in the name of the Corporation in banks or other depositories as directed by the Board; (2) to have charge of the disbursement of monies of the Corporation in accordance with the direction of the Board of Directors or the Executive Committee; (3) to enter or cause to be entered regularly in books a complete and correct account of all monies received and disbursed by the Corporation; (4) to submit a full financial report to the Directors of the Corporation at meetings of the Board of Directors, or as otherwise specifically requested by the Board of Directors; (5) to file annually any and all fiscal reports with fiscal agencies, the Indiana Department of Revenue, and the Internal Revenue Services; (6) to arrange for the preparation of fiscal year-end audits and financial reports of the Corporation's books and records; (7) to file annual reports with the Secretary of State; and (8) to perform such other duties and exercise such other powers as the Board of Directors may assign from time to time. The Treasurer may delegate day-to-day administrative duties to another Officer or employee of the Corporation.

ARTICLE VII Committees

Section 7.1 <u>Purpose and Designation</u>. The Corporation shall maintain Committees to serve in an advisory capacity to the Board of Directors regarding those aspects of the business and affairs of the Corporation to which they have been delegated responsibility. The Board of Directors may designate one (1) or more Committees, in addition to those Committees required by these Bylaws, as deemed necessary to properly carry out the activities of the Corporation. The creation of a Committee, appointment of members to the Committee, and appointment of the Chairperson of the Committee must be approved by a majority of the Directors then in office. Such committees shall perform such duties as the Board of Directors may direct, in a manner consistent with these Bylaw's and the Act.

Section 7.2 <u>Limitation of Authority</u>. No Committee shall be authorized to: (1) approve any action that requires the approval of the Directors pursuant to the Act, the Articles of Incorporation or these Bylaws; (2) elect, appoint or remove Officers or Directors or fill vacancies on the Board of Directors or any Committee; (3) adopt, amend or repeal the Corporation's Articles of Incorporation or Bylaws; (4) approve any plan of dissolution, the distribution of

assets, or approve any merger, sale, pledge or transfer of all or substantially all of the Corporation's assets; or (5) approve any self-dealing transaction.

Section 7.3 Notice of Committee Meetings. Written notice stating the place, day, and hour of any Committee meeting shall be delivered, either personally, or by facsimile or electronic transmission, or first class mail, to each Committee member entitled to vote at such meeting not less than forty-eight hours (2) days prior to the date of such meeting. If mailed, the notice shall be deemed to be given when deposited in the United States mail addressed to the member at his/her address as it appears in the records of the Corporation. Any member may waive notice of any meeting in writing. The attendance of a member at any meeting shall constitute a waiver of notice of such meeting, except where a member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened, and the member does not thereafter participate in the meeting.

Section 7.4 Quorum and Attendance. One-third (1/3) of the number of members of a Committee entitled to vote shall constitute a quorum for the transaction of business at any Committee meeting. However, when vacancies occur on Committees, a majority of the existing Committee members shall constitute a quorum. Attendance shall be either in person or by telephonic communication whereby the distant member and those members present in person all hear one another and may speak to and be heard on the matters raised at the meeting.

Section 7.5 Manner of Acting. The act of a majority of the members of a Committee entitled to vote at a meeting at which a quorum is present shall be the act of the Committee. Committee members may not vote by proxy.

Section 7.6 <u>Informal Action by Committees</u>. Any action required or permitted to be taken at any Committee meeting may be taken without a meeting if, prior to such action, a written consent to such action is signed by all members of the Committee, and such written consent is filed with the minutes of proceedings of the Board and Committee.

Section 7.7 <u>Resignation/Removal of Committee Members</u>. Any Committee member may resign by providing written notification of such resignation to the Committee Chair, and such resignation shall become effective immediately upon receipt of such notification or at such later date as may be specified in the notification. At any meeting of the Board of Directors, provided proper notice thereof is given and a quorum is present, any Committee member may be removed, with or without cause, upon a two-thirds (2/3) vote of the Directors in attendance at the meeting.

Section 7.8 <u>Vacancies</u>. Vacancies occurring on any Committee may be filled by the Board of Directors at any meeting of the Board. Any Committee member appointed to fill a vacancy occasioned by the removal, resignation or death of a member shall hold office until the expiration of said former member's term of office, or until his/her earlier resignation or death.

Section 7.9 <u>Number and Tenure of Committee Members</u>. Each Committee shall be comprised of at least two (2) Directors and such other persons who may or may not be Directors. The Board of Directors shall appoint the Chairperson of each Committee and each Committee member. The Board members and Chairperson of each Committee shall take office on the day of their

appointment and hold office until the next annual meeting of the Board of Directors and until their successors have been appointed, or until their earlier resignation, removal or death, or until the Committee has been dissolved.

Section 7.10 Executive Committee. When the Directors are not in session and prudent management requires prompt action, the Executive Committee, comprised of the Officers of the Corporation, shall have and exercise all of the authority of the Directors in the management of the Corporation, except as such authority is limited by resolution of the Board of Directors, these Bylaws or the Act, and any such action shall be submitted to the Directors at their next meeting for informational purposes.

Section 7.11 Education and Curriculum Committee. The Education and Curriculum Committee shall have the general responsibility for the following: (1) the development, oversight, and evaluation of the Corporation's academic programs, goals, and objectives; (2) oversight of the community outreach and public relations programs of the Corporation; (3) assisting parents in developing the skills they need to educate their children; and (4) to encourage and ensure parent and community involvement in the Corporation's academic and social activities.

Section 7.12 Finance and Facilities Committee. The Finance and Facilities Committee shall have the general responsibility for the following: (1) review operating and capital budgets of the Corporation and recommend the same to the Directors for approval; (2) consider and issue recommendations relating to the financial affairs of the Corporation, including without limitation, books and accounts of the Corporation, audits, insurance, investments, and the management of endowments and trusts; (3) review the financial feasibility of projects; (4) overseeing the fund raising and constituency building programs of the Corporation; and (5) overseeing the acquisition, development, and maintenance of the Corporation's property, assets, physical plant, and facilities.

ARTICLE VIII Contracts, Checks, Deposits and Funds

Section 8.1 <u>Contracts</u>. The Board of Directors may authorize by resolution any Officer or Officers, agent or agents of the Corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2 <u>Checks and Drafts</u>. All checks, drafts, or orders for the payment of money, notes or other evidence of indebtedness issued in the name of the Corporation shall be signed by such Officer or Officers, agent or agents of the Corporation, and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 8.3 <u>Deposits</u>. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories, and by such persons, as the Board of Directors may determine.

Section 8.4 <u>Gifts</u>. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purpose or for any special purpose of the Corporation.

ARTICLE IX Books and Records

Section 9.1 <u>Books and Records</u>. The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and Committees having any of the authority of the Board of Directors.

ARTICLE X Fiscal Year

Section 10.1 Fiscal Year. The fiscal year of the Corporation shall begin on the 1st day of July and end on the 30th day of June in each year.

ARTICLE XI Corporate Indemnification

Section 11.1 Indemnification by the Corporation. To the extent consistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a Director or Officer of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 11.3 of this Article XI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article XI.

Section 11.2. Definitions.

(a) As used in this Article XI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

- By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation; or
- By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation; or
- By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.
- (b) As used in this Article XI, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- (c) As used in this Article XI, the term "wholly successful" shall mean:
 - The termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her;
 - Approval by a court, with knowledge of the indemnity provided in this Article XI, of a settlement of any action, suit, or proceeding; or
 - The expiration of a reasonable time after the making of any claim or threat
 of any action, suit, or proceeding without the institution of the same,
 without any payment or promise made to induce a settlement.

Section 11.3 Entitlement to Indemnification. Every person claiming indemnification under this Article XI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 11.1 of this Article XI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referce deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that is within the possession or control of the Corporation.

Section 11.4 Relationship to Other Rights. The right of indemnification provided in this Article XI shall be in addition to any rights to which any person may otherwise be entitled.

Section 11.5 Extent of Indemnification. Irrespective of the provisions of this Article XI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 11.6 <u>Advancement of Expenses</u>. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 11.7 <u>Purchase of Insurance</u>. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article XI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE XII Amendments to Articles of Incorporation and Bylaws

Section 12.1 Amendments to Articles of Incorporation. The Corporation reserves the right to amend, alter, change or repeal any provisions contained in the Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto; provided, however, that such power of amendment requires the affirmative vote of at least two-thirds (2/3) of the actual number of Directors then in office. The Directors shall not authorize any amendment which would have the effect of disqualifying the Corporation as a tax-exempt organization under Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deductions under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Code.

Section 12.2 Amendments to Bylaws. The power to make, adopt, alter, amend, restate or repeal the Bylaws of the Corporation shall be vested only in the Board of Directors, as specifically provided in these Bylaws. The Bylaws of the Corporation may be altered, amended, restated or repealed by the affirmative vote of at least two-thirds (2/3) of the number of Directors then in office at any regular or special meeting of the Board subject to the notice and quorum provisions set forth in these Bylaws.

ARTICLE XIII Provisions for the Regulation and Conduct Of the Affairs of the Corporation

Section 13.1 <u>Prohibition of Distribution to Private Persons</u>. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its Directors, Officers, agents or other private persons, except that the Corporation shall be authorized and empowered to pay

reasonable compensation for services rendered and to make payments in futherance of the purposes set forth in Article III hereof.

Section 13.2 <u>Prohibition of Legislative and Political Activity</u>. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 13.3 <u>Prohibition of Activities Not Permitted by Exempt Organizations</u>. Notwithstanding any other provision of the Articles of Incorporation, the Corporation shall not carry on any other activities that are not in furtherance of the primary purposes of the Corporation and that are not permitted to be carried on: (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code, or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Code.

Section 13.4 Intention that Corporation Qualify for Exemption from Federal Income, Gift and Estate Taxes. The Corporation intends that the Corporation shall qualify as a tax-exempt organization under Section 501(c)(3) of the Code and that contributions to the Corporation shall qualify for deductions from Federal income, estate and gift taxes under Section 170(c)(2), Section 2055(a)(2), and Section 25224(a)(2) of the Code, respectively, and all questions applicable to the Corporation shall be resolved accordingly, notwithstanding any provision in the Articles of Incorporation that might be construed as compromising this objective. The powers and discretion of the Board of Directors or the Officers with respect to administration of the Corporation shall not be exercised or exercisable except in a manner consistent with the Corporation's intent as expressed in this Section. To the extent that any other provision of the Articles of Incorporation conflicts with the Corporation's primary intent as expressed in this Section, giving rise to ambiguity, the ambiguity shall be resolved in such manner as to give effect to this Section. Should there be an ambiguity as to whether any provision necessary for qualification of the Corporation as a tax exempt organization or for qualification of contributions to the Corporation for deductions from Federal income, estate and gift tax is included in the Articles of Incorporation the ambiguity shall be resolved in such manner as to give effect to this Section.

ARTICLE XIV Dissolution and Distribution

Section 14.1 <u>Dissolution</u>. The Corporation may be voluntarily dissolved only upon the affirmative vote of at least two-thirds (2/3) of the actual number of Directors then in office. Section 14.2 <u>Distribution</u>. In the event of complete liquidation, dissolution of the Corporation, or the winding up of its affairs, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation in such manner, as the Board of Directors shall determine, to one or more organizations which are organized and operated for nonprofit educational purposes, and which at the time qualify as exempt organizations under Section 501(c)(3) of the Code; provided, however, that any assets received from a governmental agency shall be returned to that agency if required and as prescribed by law. Any such assets not so

disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE XV Nondiscrimination

Section I 5.1 Nondiscrimination Policy. The Corporation does not and shall not discriminate against any student, teacher or employee on the basis of race, color, gender, disability, religion, ancestry, or national or ethnic origin. The Corporation admits students of any race, color, gender, ancestry, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the Schools, and does not and shall not discriminate on the basis of race, color, gender, disability, religion, ancestry, or national or ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other programs administered in or by the Schools. The Corporation shall comply with all applicable constitutional provisions and laws prohibiting discrimination, and the Board of Directors or its designee may adopt and implement policies that assist the Corporation in its compliance with this Article XV.

[Secretary's Certification appears on the next page.]

SECRETARY'S CERTIFICATION

This is to certify that the foregoing copy of the Bylaws of Herron High School, Inc. is a true and complete copy thereof adopted and approved by the Board of Directors of the Corporation at a meeting duly held upon proper notice on the 29th day of December, 2004, to be effective for all purposes from and after the 1st day of January, 2005.

Daniel R. Roy, Secretary

Adopted December 29, 2004 Revised October 2008 Revised August 2009 Revised August 2013 Revised December 2014 Revised February 2019 Appendix 12: Insurance Documentation, Herron High School - ICS D/B/A, http://www.herronhighschool.org/wp-content/uploads/2019/04/insurance-risk-management-unit.pdf

Appendix 13: New Board Member Biographies

Patrick M. Chittenden



Pat is one of the owners/principals of Ambrose Property Group, an Indianapolis-based commercial real estate firm specializing in development, acquisition and ownership of office/ mixed use, e-commerce and health care properties. He manages the day-to-day operations and works extensively on the development side of the business in identifying, evaluation, and executing development projects. Prior to owning Ambrose Property Group, Pat worked with Meyer Najem Construction, a large general contractor. He handled numerous commercial office, industrial, healthcare, retail and multi-family projects. Pat has been in the development/construction industry for over 15 years and handled over \$600 million in projects.

Patrick is a founding member of Barnraisers, a not for profit organization that address children's issues locally and abroad. In 2016, Pat formed the Ambrose Foundation to help fund projects that support community efforts directed at the youth.

In his free time, Pat enjoys spending time with his wife, Jackie at d two daughters, Sloan and Quinn. They reside in Westfield, Indiana. He also enjoys working out, boating, and golf.



Education
Indiana University, Bloomington
Kelley School of Business
B.S., Marketing & Entrepreneurship

Meggie Dials

Meggie Dials is from Galesburg, IL and moved to Indiana as a college student at DePauw University where she graduated Cum Laude as a Communication major. Upon graduation, she moved to Indianapolis where she has lived with her now husband for the past 15 years. Working in various sales roles, she has been at Salesforce for the past 9 years, managing an Enterprise sales team selling Marketing solutions into the Life Sciences industry. In addition, she has been actively involved in volunteering and fundraising for the Leukemia and Lymphoma Society, Rock Steady Boxing and serves on the Board for Random Acts of Flowers. She also is a guest professor at DePauw University, and is in

the current Stanley K. Lacy for Executive Leadership class of 43. Meggle has run 12 marathons, over 20 half marathons and one ultra marathon and founded The Sussy Project - which was a 5-year project bringing random acts of kindness to people's doors around the country. She lives in Herron Morton with her husband, Josh, and two children, Penny and Hugo.

Dave Sternberg, CFRM - Founding Partner Loring, Sternberg and Associates

Dave Sternberg is a founding partner of Loring, Sternberg & Associates (LSA) and has considerable experience in nonprofit board development and governance work. Dave has been a fundraising professional since obtaining his BA Degree from The Ohio State University. He is a member of the faculty at The Lilly School of Philanthropy at Indiana University's Fund Raising School, where he teaches Building the Annual Fund, Marketing for Fundraising, Managing the Capital Campaign, Principles and Techniques, Major Gifts, as well as numerous customized training programs nationally and internationally. In 2006 he authored the course Purposeful Boards, Powerful Fundraising in cooperation with BoardSource.

Dave is also a Senior Governance Consultant for BoardSource and is the only person in America to be affiliated with both the Lilly School of Philanthropy and BoardSource.

From 1991 to 1996 Dave served as a development staff member at both small and large nonprofit organizations in human services and higher education. In 1996, Dave founded Loring, Sternberg and Associates providing fundraising counsel to educational foundations, social service organizations, higher education, membership organizations, children's groups, and museums. His counsel includes: strategic planning, development audits, on-going fund development planning, feasibility studies, campaign direction, board governance and fundraising training, annual fund management and ongoing coaching for CEOs and Board Chairs.

Dave has been described as adept at identifying challenges and is known for being brutally honest with clients.

In 2008, Dave authored the second edition of *Fearless Fundraising for Nonprofit Boards* a publication for BoardSource in Washington, DC, a best seller since its publication. He recently submitted the transcript for the third edition, due out in late 2016.

From 2005-2015 Dave designed and lead the Annenberg Foundation's Alchemy Program (in Los Angeles, California). This cohort based program brought CEOs and Board Chair's together to learn the fundamentals of board governance and fundraising through direct training and offered strategies for change. The program offered ongoing coaching for participating groups as well as further in-depth learning opportunities.

Dave served on the boards of Habitat for Humanity of Greater Indianapolis, Catch the Stars Foundation, and is a past president of the Washington Township Schools Foundation and Association of Fundraising Professionals.

Appendix 14: Criminal Background Checks - new board/leaders

From: INkless Results <ispresults@isp.in.gov>

Date: Tue, May 8, 2018 at 8:56 PM

Subject: ISP INkless Completion Notification for HENSELEIT, SEAN ROBERT

To: <jmcneal@herronhighschool.org>

05/08/2018

To: McNeal Janet H

Herron Charter

From: INkless Automatic Notification

Records Division

Indiana State Police

This email notice is being sent by the Indiana State Police (ISP) via the INkless system to inform you of the completion of the processing of the fingerprint based criminal records check for HENSELEIT, SEAN ROBERT. Based on a search of the fingerprints and other data provided, the result status is Qualified.

A letter will be sent to you with the completed details of this transaction on Indiana State Police letterhead.

From: INkless Results <ispresults@isp.in.gov>

Date: Sun, Jan 18, 2015 at 8:45 AM

Subject: ISP INkless Completion Notification - BILBREY, CARROLL

To: <jmcneal@herronhighschool.org>

01/18/2015

To:

McNeal Janet H

Herron Charter

From: INkless Automatic Notification

Records Division

Indiana State Police

This email notice is being sent by the Indiana State Police (ISP) via the INkless system to inform you of the completion of the processing of the fingerprint based criminal records check for BILBREY, CARROLL. Based on a search of the fingerprints and other data provided, the result status is Qualified.

A letter will be sent to you with the completed details of this transaction on Indiana State Police letterhead.

Subject: ISP INkless Completion Notification for CHITTENDEN, PATRICK M To: <jmcneal@herronhighschool.org>

01/24/2019

To: McNeal Janet H

Herron Charter

From: INkless Automatic Notification

Records Division

Indiana State Police

This email notice is being sent by the Indiana State Police (ISP) via the INkless system to inform

you of the completion of the processing of the fingerprint based criminal records check for CHITTENDEN, PATRICK M. Based on a search of the fingerprints and other data provided, the result status is Qualified.

From: INkless Results <ispresults@isp.in.gov>

Date: Tue, Mar 12, 2019 at 10:35 AM

Subject: ISP INkless Completion Notification for DIALS, MEGHANN

To: <jmcneal@herronhighschool.org>

03/12/2019

To: McNeal Janet H

Herron Charter

From: INkless Automatic Notification

Records Division

Indiana State Police

This email notice is being sent by the Indiana State Police (ISP) via the INkless system to inform you of the completion of the processing of the fingerprint based criminal records check for DIALS, MEGHANN. Based on a search of the fingerprints and other data provided, the result status is Qualified.

HERRON PREPARATORY ACADEME REPLICATION APPLICATION

From: INkless Results <ispresults@isp.in.gov>

Date: Mon, Jan 21, 2019 at 12:03 PM

Subject: ISP INkless Completion Notification for STERNBERG, DAVID

To: <jmcneal@herronhighschool.org>

01/21/2019

To: McNeal Janet H

Herron Charter

From: INkless Automatic Notification

Records Division

Indiana State Police

This email notice is being sent by the Indiana State Police (ISP) via the INkless system to inform you of the completion of the processing of the fingerprint based criminal records check for STERNBERG, DAVID. Based on a search of the fingerprints and other data provided, the result status is Qualified.

Appendix 15: Board Statement of Understanding

INDIANAPOLIS CLASSICAL SCHOOLS BOARD OF DIRECTORS STATEMENT OF UNDERSTANDING

As a member of the Indianapolis Classical Schools Board of Directors, I am fully committed and dedicated to the mission of Indianapolis Classical Schools and pledge to carry out this mission. I understand that my duties and responsibilities include the following:

- I will work collectively with my fellow board members to provide effective governance and strategic
 direction to further the mission of Indianapolis Classical Schools. In doing so, I will respect the values of
 the Schools and be guided by those values in my decision making regarding all matters related to the
 Schools.
- I understand that I have a legal and moral responsibility, collectively with my fellow board members, to
 Indianapolis Classical Schools as set forth in our by-laws and applicable law.
- I understand the importance to indianapolis Classical Schools of sound fiscal management, and I will
 endeavor to the best of my ability to understand the School's budget, to take an active part in reviewing,
 approving, and monitoring the budget.
- In addition to my time and talent, I will give what is for me a meaningful financial donation. I may give this as a one-time donation each year, or I may pledge to give a certain amount several times during the year.
- I will actively engage in fund-raising for Indianapolis Classical Schools in whatever ways are best suited for
 me. These may include individual solicitation, undertaking special events, writing mail appeals, and the
 like. I am making a good faith agreement to do my best to raise as much money as I can.
- I will actively promote Indianapolis Classical Schools, encourage and support its staff, and embrace the schools' cultures of a family of learners.
- I understand that I am directly responsible, collectively with my fellow board members, for selecting the network President.
- I understand that the network President is responsible for the day-to-day management of the Schools.
- I will act with the duties of care and loyalty required of board members, and put the interests of the Schools first. I will observe Indianapolis Classical Schools conflict of interest policy by, among other things, recusing myself from decisions that create or appear to create a conflict of interest.
- I will maintain the confidentiality of the private information of the Schools, staff, students and their families, and other board members.
- I will attend board meetings, be available for consultation, and serve on at least one board committee.
- I understand that the Indianapolis Classical Schools board is held accountable by the network's authorizer
 as part of its annual accountability program and I will strive to help the board meet or exceed standards
 as stated in the Performance Framework.
- If I am unable to meet my obligations as a board member, I will offer my resignation to the board chair.

In signing this document, I understand that no quotas are being set and that no rigid standards of measurement or achievement are being formed. Every board member is making a statement of faith about every other board member. We trust each other to carry out our duties to the best of our ability.

Board Member:	Date:

Appendix 16: Board Member Evaluation

INDIANAPOLIS CLASSICAL SCHOOLS **BOARD OF DIRECTORS** INDIVIDUAL BOARD MEMBER EVALUATION

The responsibilities of individual board members are different from those of the board as a group. The following

YES	N	O SOMEV AT	VH UNSUR
	_		
The state of the s			
YES	NO	SOMEWHAT	UNSURE
YES	NO	SOMEWHAT	UNSURE
YES	NO	SOMEWHAT	UNSURE
YES	NO	SOMEWHAT	UNSURE
	YES YES	YES NO YES NO	YES NO SOMEWHAT YES NO SOMEWHAT

7. Knowledge of Herron High School: Are you familiar with Herron High School's recent history and what distinguishes it from other schools?

YES	NO	SOMEWHAT	UNSURE

8. Cite three of its strengths:				
Cite three of its most pressing needs:				
10. Do you regularly read materials that help you to be better prepared to assess staff programmatic recommendations?	YES	NO	SOMEWHAT	UNSURE
If so, what materials are most helpful?		<u> </u>		
				1
Do you have ways to remain up to date on issues affecting education trends and charter schools?	YES	NO	SOMEWHAT	UNSURE
What are they? What else would you like to learn?				
12: Are you knowledgeable about Herron High School's financial status and its fiscal policies and performance?	YES	NO	SOMEWHAT	UNSURE
What else would you like to learn?				
			0.320000	
13. Are you knowledgeable about Herron High School's operational policies and performance?	YES	NO	SOMEWHAT	UNSURE

Board and Committee Meetings:	YES	NO	SOMEWHAT	UNSURE
14. Have you attended board meetings regularly (80% of time)?				
15. Have you attended committee meetings regularly (80% of time)?				
16. Do you read the minutes of meetings to determine whether they faithfully represent the proceedings and decisions as you recall them?				
17. Do you prepare for board meetings by reading agendas and supporting materials?				
18. Do you sometimes suggest agenda items?				
19. Do you help board and committee meetings to focus on policy matters				
20. Are you an active participant in most board and committee meeting discussions				
Communicating with the Public	YES	l NO	SOMEWHAT	UNSURE
21. Do you have opportunities to talk about Herron High School with a policymaker at the local, state or national level? If yes, have you taken advantage of them?				
22. Do you take advantage of opportunities to inform other in the community about Herron High School and its work?				
Fundraising:	YES	NO	SOMEWHAT	UNSURE
23. Do you have a good understanding of fundraising principles in the culture of Herron High School?				
hat else would you like to learn?		Ċ.	100 E	
			100000	

YES

NO

SOMEWHAT

UNSURE

24. Are you familiar with Herron High School's fundraising plans and their implementation?

Do you consider those to be consistent with the school's values, mission and principles?	YES	NO	SOMEWHAT	UNSURI
26. Do you take advantage of opportunities to meaningfully engage with current and potential donors?	YES	NO	SOMEWHAT	UNSURI
27. Have you made a personal commitment to meaningfully contribute to Herron High School's fundralsing efforts?	YES	NO	SOMEWHAT	UNSUR
What steps have you taken to fulfill that commitment?				
28. Do you remain informed regarding the methods used by Herron High School to meet its fundraising goals?	NO	SOME	WHAT UNSUR	E
What else would you like to learn?				
Board Member Concerns:	YES	NO	SOMEWHAT	UNSURE
Board Member Concerns: 29. Do you keep the board and staff informed regarding any conflicts or potential conflicts you may have that affect Herron High School.	YES	NO	SOMEWHAT	UNSURE
29. Do you keep the board and staff informed regarding	YES	NO	SOMEWHAT	UNSURE
29. Do you keep the board and staff informed regarding any conflicts or potential conflicts you may have that affect Herron High School. 30. Are you satisfied that there are no real or apparent	YES	NO	SOMEWHAT	UNSURE
29. Do you keep the board and staff informed regarding any conflicts or potential conflicts you may have that affect Herron High School. 30. Are you satisfied that there are no real or apparent conflicts of interest in your service as board member? 31. Do you read the minutes of meetings to determine whether they faithfully represent the proceedings and	YES	NO	SOMEWHAT	UNSURE
29. Do you keep the board and staff informed regarding any conflicts or potential conflicts you may have that affect Herron High School. 30. Are you satisfied that there are no real or apparent conflicts of interest in your service as board member? 31. Do you read the minutes of meetings to determine whether they faithfully represent the proceedings and decisions as you recall them?	YES	NO	SOMEWHAT	UNSURE
29. Do you keep the board and staff informed regarding any conflicts or potential conflicts you may have that affect Herron High School. 30. Are you satisfied that there are no real or apparent conflicts of interest in your service as board member? 31. Do you read the minutes of meetings to determine whether they faithfully represent the proceedings and decisions as you recall them? 32. Do you help board and committee meetings to focus on policy matters 33. Are you an active participant in most board and	YES	NO	SOMEWHAT	UNSURE

Appendix 17: Sample Teacher Evaluation

http://www.herronhighschool.org/wp-content/uploads/2019/04/ics-teacher-formal-observation-rubric.pdf

Appendix 18: Sample Leadership Evaluation

Indianapolis Classical Schools President Evaluation Form

Framework Rev. 07/2018

The Indianapolis Classical Schools President is responsible for fulfilling the educational mission and vision of Indianapolis Classical Schools as articulated in their charter documents. This includes but is not limited to those measures contained in the Mayor's Charter School Performance Framework and those items listed below.

STANDARD #1: Are the educational programs a success?

Performance Indicators

- 1.1 Are Indianapolis Classical Schools academic performances meeting or approaching state expectation, as measured by the IDOE's accountability system?
- 1.2 Are Indianapolis Classical Schools preparing students to graduate on time, and preparing those students who have not graduated on time to graduate within 5 years, as measured by the cohort graduation rate?
- 1.3 Are Indianapolis Classical Schools providing equitable education to students of all races and socioeconomic backgrounds?
- 1.4 Are Indianapolis Classical Schools attendance rates strong?

SUMMARY RATING:
SATISFACTORY
UNSATISFACTORY

STANDARD #2: Is the organization in sound fiscal health?

Performance Indicators

- 2.1. Short Term Health: Does the organization demonstrate the ability to pay its obligations in the next 12 months?
- 2.2. Long Term Health: Does the organization demonstrate long term financial health?
- 2.3. Does the organization demonstrate it has adequate financial management and systems?

SUMMARY RATING:
SATISFACTORY
UNSATISFACTORY

STANDARD #3: Is the organization effective and well-run?

Performance Indicators

- 3.1 Is the President strong in his/her academic and organizational leadership?
- 3.2 Does the network satisfactorily comply with all its organizational structure and governance obligations?
- 3.3 Do the schools comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?
- 3.4 Are the schools meeting their school-specific non-academic goals?

i i
SUMM ARY RATING:
SATISFACTORY
UNSATISFACTORY

STANDARD #4: Is Indianapolis Classical School's President providing the appropriate conditions for success?

Performance Indicators

- 4.1 Do the schools have a high-quality curriculum and supporting materials for each grade?
- 4.2 Are the teaching processes (pedagogies) consistent with the network's mission?
- 4.3 Do ICS schools provide sufficient guidance and support for consideration of post-secondary options?
- 4.4 Do ICS schools effectively use learning standards and assessments to inform and improve instruction?
- 4.5 Have ICS schools developed adequate human resource systems and deployed its staff effectively?
- 4.6 Are the network's schools climate conducive to student and staff success?
- 4.7 Is ongoing communication with students and parents clear and helpful?
- 4.8 Do the special education files demonstrate that it is in legal compliance and is moving towards best practice?
- 4.9 Do the teaching processes appropriately reflect a classical, liberal arts approach?

SUMMARY RATING:
SATISFACTORY
UNSATISFACTORY

Standard #5 The Indianapolis Classical Schools President will have shared responsibility with the board of directors in fundraising to meet the obligations of the school's capital campaign.

Performance Indicators

- 5.1 Is there an understanding of fundraising principles in the culture of the network?
- 5.2 Is it apparent that it is a priority to maintain meaningful contact with current and potential donors?
- 5.4 Are all aspects of fundraising development consistent with the school's values, mission and plans?
- 5.5 Is it apparent that routine oversight and leadership is provided to the Director of Advancement, assuring that the overall fundraising plan is developed, implemented and executed to accomplish the greatest return for both donors and the network?
- 5.6 Does Indianapolis Classical Schools use appropriate diverse methods (e.g. newsletters, website, social media

tools in place to com	municate wit	h notential donore?	t supports the school	's fundraising case? Are appro	priate
is indianapolis Class	ical Schools	making reasonable	and forward moving	progress toward the assurat	
In an appropriate Is the President perfo public profile?	time frame to rming appro	o meet obligations? priate outreach to co	ommunity stakeholde	ers and raising the network's	goal
				SUMMARY RATING:	
		949		SATISFACTORY	
				UNSATISFACTOR	v
	Sad	~			
Job Responsibil Standard Standard Standard	1 2 3	Satisfactory	Unsatisfactory		
Standard Standard Standard Standard	1 2 3 4	Satisfactory	Unsatisfactory		
Standard Standard Standard	1 2 3 4 5	Satisfactory	Unsatisfactory		
Standard Standard Standard Standard Standard	1 2 3 4 5 ting	Satisfactory	Unsatisfactory		
Standard Standard Standard Standard Standard Overall ra	1 2 3 4 5 ting		Unsatisfactory		
	in an appropriate Is the President perfo public profile?	in an appropriate time frame to Is the President performing appropublic profile? RALL SUMMARY RATING	in an appropriate time frame to meet obligations? Is the President performing appropriate outreach to copublic profile? RALL SUMMARY RATING [Check (1) one in the control of the control	Is the President performing appropriate outreach to community stakeholde public profile?	Is indianapolis Classical Schools making reasonable and forward moving progress toward the campaign in an appropriate time frame to meet obligations? Is the President performing appropriate outreach to community stakeholders and raising the network's public profile? SUMMARY RATING: SATISFACTORY UNSATISFACTOF

Appendix 19: IFF Demographic Analysis Report http://www.herronhighschool.org/wp-content/uploads/2019/04/ics-analysis-final-ppt-march-2019.pdf

Appendix 20: Financial Audit http://www.herronhighschool.org/wp-content/uploads/2019/04/audit.pdf